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ABSTRACT

This guide is intended to assist teachers in using a life skills approach to introducing early adolescents to the five basic areas of home economics. The following topics are covered in the individual units: life skills in family communication (hearing and listening, speaking, writing, obtaining and responding to feedback, holding a sustained conversation, resolving conflict, communicating with children, aging, and relating to and communicating with an elderly person); food (kitchens and utensils, safety and sanitation, food groups, menu planning and food preparation, factors affecting food choices, food habits, and nutrition); life skills in money management and consumer choices (financial framework, record keeping, resources, needs and wants, values or principles, goals, decision making, financial planning, techniques of budgeting and shopping, sources of consumer information, and consumer rights and responsibilities); clothing-related life skills (textile fibers, clothing care and maintenance, and sewing techniques); life skills in sharing housing space (personal relationships and shared space/property, space/property shared by groups, storage, organization of storage space, chemistry of cleaning, cleaning products, and cleaning techniques); and careers in home economics. Each unit contains some or all of the following: unit title; overall objectives; topical lesson outline; note to the teacher; lesson plan consisting of a topic title, objectives, generalizations, resources, and activities; and handouts. (MN)

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Exploratory Home Economics for Early Adolescents

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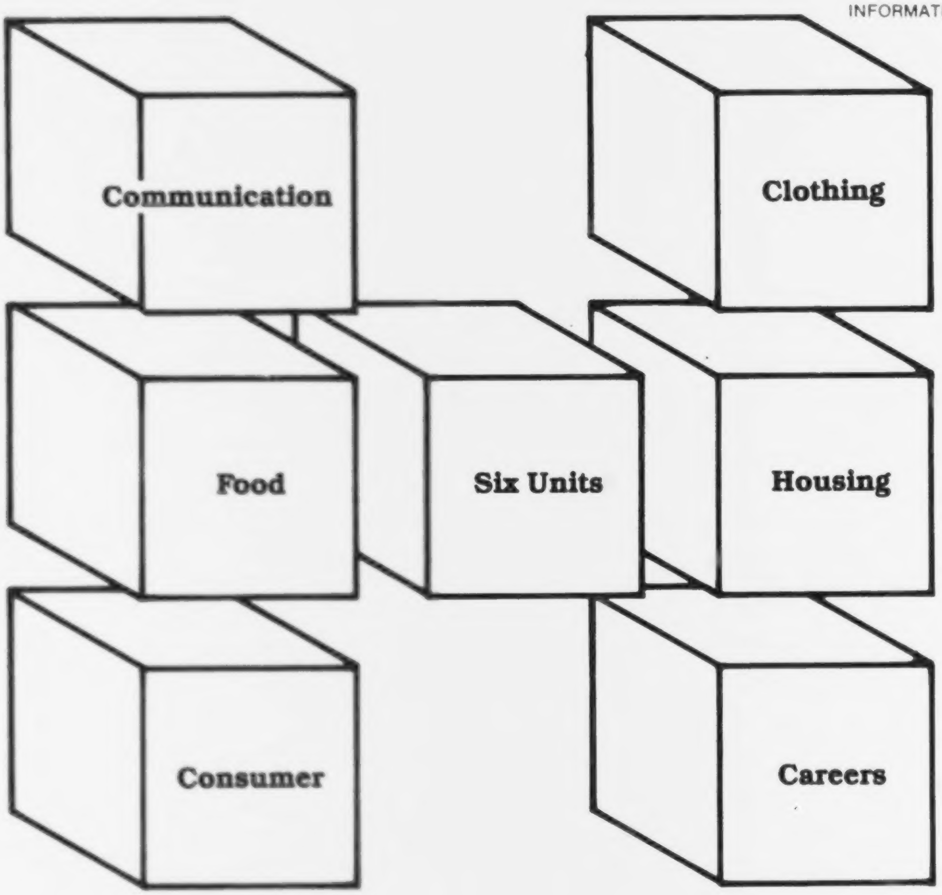

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Ames, Iowa 50011

1986

in cooperation with

State of Iowa
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BACKGROUND

Two surveys contributed to this curriculum project, each giving direction to dimensions of the endeavor. The first was a 1983 survey of 1,252 6th, 7th, and 8th grade students indicating how often they did certain home-related tasks. It was assumed that family life within the home is influenced by social and economic changes, and that conditions affecting the experiences of family members also affect the school curricula, especially home economics.

Some examples of task frequencies are cited. Less than 50% of the students agreed with their family on use of the bathroom. Over 50% of the students rarely discussed such topics as "growing up" with their parent or guardian, yet almost 70% worry about how their body is changing. Almost 80% of these adolescents earn their own spending money. They worry about weight (71%) but not about the number of calories foods contain before eating them (80% seldom or never).

Some examples of curricular implications include: relating caloric content to nutrients and body weight, organizing time to do important tasks first, practicing communication skills in the family with some emphasis on young children and the elderly, making decisions about the use of money and caring for clothing. For more information see:

> Smith, F. M. "Frequency of selected home tasks performed by early adolescents: Curricular implications for home economics. Journal of Vocational Home Economics Education, 2 (3), 64-85.

The second survey from 225 (86% response) 6th, 7th, and 8th grade Iowa home economics teachers, indicated that home economics is required at some level in 98% of the middle/junior high schools. The offerings vary in length from 4 1/2 weeks to 36 weeks. Class periods vary from 40 to 55 minutes.

The time distribution for the five subject matter areas of home economics are summarized below:

Food and Nutrition	26 - 46%
Textiles and Clothing	33 - 38%
Child Development/Family Relations	13 - 30%
Housing	0 - 3%
Consumer Education/Management	3 - 4%
Other, e.g. crafts, grooming	2 - 3%

These data question the "exploratory" nature of the current offerings. For the student's first introduction to home economics in the school, allocating equal time to all five areas of home economics is desirable. The goal of this guide was to provide as many meaningful hands-on experiences in the relationship, consumer, and housing areas as have been traditionally a part of the clothing and food areas. Significant learnings in these areas are validated in the home task survey.

This guide can become a vital stimulus for extending and strengthening offerings in home economics for early adolescents. With the initiation of experiences suggested, parents and administrators could become advocates of "exploratory" home economics for all early adolescents. The guide offers direction and guidelines as well as new ideas and challenges.

EXPLORATORY HOME ECONOMICS FOR EARLY ADOLESCENTS

Table of Contents

UNIT 1 - Life Skills in Family Communication 4 Weeks

OBJECTIVES:

1. Use communication skills, e.g., verbal and non-verbal, effectively.
2. Use communication skills to resolve a conflict.
3. Use knowledge of language development of children to communicate with children via stories, songs, finger plays or puppet shows.
4. Use facts about age to aid communication with the elderly.

UNIT 2 - Food: Staff of Life 4 Weeks

OBJECTIVES:

1. Use kitchen equipment when measuring ingredients and preparing food products.
2. Use safety and sanitation techniques when preparing and serving simple foods.
3. Prepare ground beef and raw vegetables in a variety of ways.
4. Choose food for "good" health.
5. Prepare a nutrient dense, attractive, "acceptable" snack.
6. Analyze their own diet as well as popular diets for nutrient content.

UNIT 3 - Life Skills in Money Management and Consumer Choices 4 Weeks

OBJECTIVES:

1. Develop a plan for the use of money in a case study.
   - A. Coordinate goals, values and resources to develop a plan.
   - B. Identify steps in financial planning.
   - C. Compile and keep accurate records of accounts.
   - D. Evaluate decisions made.

2. Choose a consumer product that meets their needs with the resources available.
    A. Identify product characteristics desired based on values/goals and resources.
    B. Evaluate the usefulness of various sources of information including labels, advertising, publications, etc.
    C. Recognize his/her rights and responsibilities as a consumer.

UNIT 4 - Clothing Related Life Skills 4 Weeks

OBJECTIVES:

1. Use knowledge of properties of cotton, polyester or blend fibers to determine appropriate uses of fabrics with these fibers.
2. Choose appropriate care practices for cotton, polyester and blend fabrics.
3. Determine and demonstrate appropriate care for personal clothing items.
4. Use laundry equipment to obtain the best results.
5. Operate the sewing machine to do basic stitching with control.
6. Use measurements to make a pattern fit.
7. Use woven material to best advantage in making a project.

UNIT 5 - Life Skills in Shared Housing Space 2 Weeks

OBJECTIVES:

1. Maintain positive personal relationships while sharing space/property.
2. Organize space/property for best use.
3. Identify categories of ingredients of cleaners used in the home and their function.
4. Use specific surface cleaners to accomplish desired tasks.

UNIT 6 - Careers in Home Economics 4 Days

OBJECTIVES:

1. Explain what home economics is and who is a home economist.
2. Recognize a wide variety of home economics careers.

Possible Offerings

at

6th, 7th or 8th Grade

The units may be combined in a number of ways to meet different scheduling needs. The following recommendations are based on the length of offerings.

1. One 18 week offering.
   All units could be used with minor adjustments.

2. One 12 week offering.
   Last 2 weeks of Food: Staff of Life
   First 2 weeks of Clothing Related Life Skills
   First 2 weeks of Life Skills in Family Communication
      plus 1 more week (Children OR Elderly)
   First 2 weeks of Life Skills in Money Management and Consumer Choices
   Life Skills in Sharing Housing Space
   Careers in Home Economics

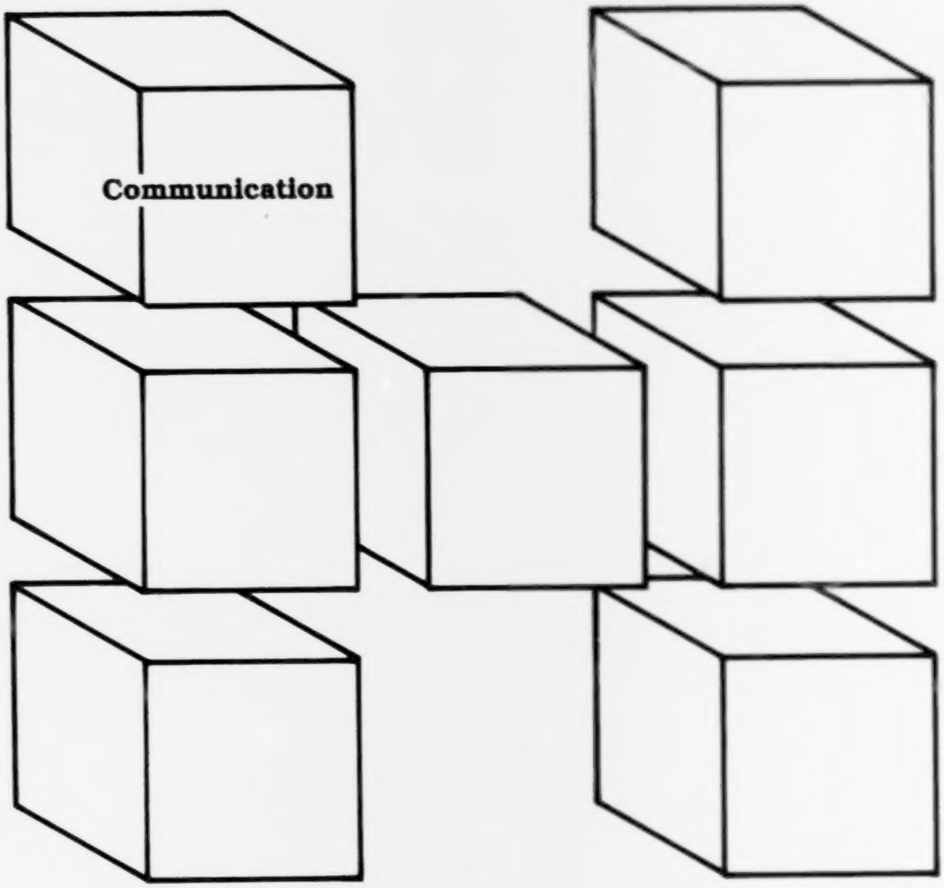
3. Two offerings 9 weeks each.
   a. First Offering
      Food: Staff of Life
      Life Skills in Family Communication
      Careers in Home Economics

   b. Second Offering
      Clothing Related Life Skills
      Life Skills in Money Management and Consumer Skills
      One week of Life Skills in Sharing Housing Space

4. One 9 week offering.
   Life Skills in Family Communication
   Life Skills in Money Management and Consumer Choices
   Careers in Home Economics

5. One 6 week offering
   First 2 weeks of Life Skills in Family Communication
   First 2 weeks of Life Skills in Money Management and Consumer Choices
   Life Skills in Sharing Housing Space

6. One 4½ week offering
   First 2 weeks of Life Skills in Family Communication
   First 2 weeks of Life Skills in Money Management and Consumer Choices
   Careers in Home Economics


Communication

UNIT: Life Skills in Family Communication

OVERALL OBJECTIVES:

1. Use communication skills, e.g., verbal and non-verbal effectively.
2. Use communication skills to resolve a conflict.
3. Use knowledge of language development in children to communicate with children via stories, songs, finger plays or puppet shows.
4. Use facts about age to aid communication with the elderly.

TOPICAL LESSON OUTLINE: **PAGE**

1. Introduction to Communication and Communicating with Symbols 4
2. Hearing and Listening 22
3. Written Messages 26
4. Speaking (Emphasis on the speaker initiating a conversation) 31
5. Feedback (Emphasis on the listener's response) 37
6. Nonverbal Communication 43
7. Holding a Sustained Conversation 47
8. Resolving Conflict 57
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13. Language Development in Children Ages One to Six 77
14. Preparing an Activity for a Group of Children 78
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17. Relating to an Elderly Person (two days) 87
18. Stereotypes and Facts of Aging 89
19. Practice Communicating with the Elderly 94

Letter to Parents

TO: Parents/guardian of home economics students

FROM: Teacher name, Home Economics Teacher
Name of School

Home economics students will be participating in a 2-week unit called "Communication in the Family." I encourage the students to practice the communication skills at home. Please be encouraging and patient with some of the attempts at trying out new communication techniques. I would especially appreciate your comments and reactions to the experiences you share. Any written comments you wish to make may be included in the student's notebook which is due __________________________.

Goals for the home economics program place emphasis on improving life for the individual and the family. Satisfaction with life often depends upon the quality of a person's relationships with others. I believe this is an excellent opportunity to begin the process of improving relationships by developing communication skills that can be practiced at home. Improved communication skills can allow the student to feel more secure in his/her world and this may encourage responsible decision making. Our combined efforts can be very encouraging for the students as they develop skills that lead toward a more satisfying life.

Please share your thoughts with your child and feel free to share your reactions with me at parent teacher conferences, on the phone, or in a note sent to school with your son/daughter.

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Introduction to Communication and Communicating with Symbols

OBJECTIVES:

1. Define communication.
2. Identify ways that people communicate.
3. Relate communication skills to interpersonal relationships.
4. Identify the messages of symbols.
5. Create a symbol that relays the message intended.

GENERALIZATIONS:

1. Communication is the act of giving signals to others who then create meaning from these signals.
2. Communication is done in many ways, i.e., symbols, written word, spoken word, silence, gestures, body language, music, color, texture . . .
3. Communication skills influence how we get along with others.
4. Practice allows communication skills to become habit or common practice.
5. Symbols can convey a message quickly to a general audience over time.
6. Symbols represent things but are not the things themselves. (The American Flag represents the United States but is not the United States itself.)
7. Symbols rely on shared meaning for communication.
8. Intrapersonal communication may allow for further understanding of self and interpersonal relationships.

RESOURCES:

1. Overhead Projector
2. Transparencies: "Communication"
   Symbols on pages 9, 10, and 11
3. Bulletin Board: "Communicating With Symbols"
   Have on the bulletin board illustrations of symbols other than those on transparencies. You need at least one per student (use sheets enclosed).

4. Notebook with divider for each student, titled: "Communication in My World" (Provided by teacher or individual student.)

5. Handouts: Booklet "My Diary," pages 14-19
   "Goal Setting"
   "Develop a Symbol for Home Economics"

ACTIVITIES:

1. Unit Introduction

   A. Direct students to read the transparency "COMMUNICATION"

   Ask:

   1) If I asked you to "communicate" what would you do?
   2) You're at home having dinner with your family and mom or dad says "let's talk" . . . what do you suppose they want?
   3) Do you ever communicate with yourself? (Introduce the term intrapersonal communication. May encourage individual exploration of this form of communication.)
   4) Imagine wanting to tell your mother or father something but not being able to talk. Imagine you went to visit relatives in Switzerland and they did not speak English.
   5) Now imagine how you would feel if a device was invented that talked as you manned the controls. (A computer like device is being used by handicapped persons.)
   6) Let's list all the ways we communicate. (Generalization)
   7) Why are communication skills important? (Generalizations)
      a) What are habits?
      b) When are habits developed?
      c) How are communication habits developed? (Generalization)

   B. Explain to the students that throughout the unit they will be keeping a notebook, "Communication in My World."

   1) The notebook will have two sections.
      a) The first section is for assignments and notes to be shared with the teacher or class.
      b) The second section is a diary where each student will record his/her reactions to each lesson that will be shared only with the instructor.
   2) Encourage students to share some communication practice experiences with the teacher or guidance counselor in private sessions or in small groups.

   C. Set class and personal goals related to communication. Have students record goals on the handout, "Goal Setting" and place in the first section of their notebooks.

e.g., Class goals: Use what we learn about communication so we can feel more confident with others, improve class cohesiveness, and enjoy being together.

Individual goals: Get my parents to understand me better, be a better student, improve my study skills, get better grades, help win some basketball games, play in honor band, visit my great grandma.

Parent/Guardian response to goals set: At the bottom of the goal setting page, there is a space for parents/guardians to respond to your goals and your achievement of these goals. These comments and signature are due ____________________.

Most personal goals considered in this unit can be further realized through improved communication skills.

2. Symbols

   A. Project various universal symbols on the overhead projector screen. Ask the class to identify the meaning quickly. (Symbols on pages 9, 10, and 11.)

   B. Direct attention to the symbols on the bulletin board, "Communicating With Symbols." Have each student take one symbol from the board. Have students privately write their meaning for symbol chosen.

   C. Ask for volunteers to share their meaning with the class. Give volunteers positive feedback for participation, such as:

      "How did you know that?"
      "You are perceptive."
      "I like that interpretation."
      "Many people would share your idea on that."

   D. Challenge each student to develop a symbol for home economics. Discuss the scope of the task and possible methods of determining which symbol would illustrate the scope of home economics to a large and varied audience. Set date for completion and judging the symbols; record date on handout, "A Universal Symbol for Home Economics." Put in their notebooks.

      1) What is the meaning of home economics?

      2) How will we judge the effectiveness of the symbols?
         a) Criteria for evaluating
            (1) most universal
            (2) most complete
            (3) neat
            (4) attractive

         b. Display on a bulletin board with a # for identification to be evaluated by
            (1) student's vote
            (2) panel of three teachers

3. Closure

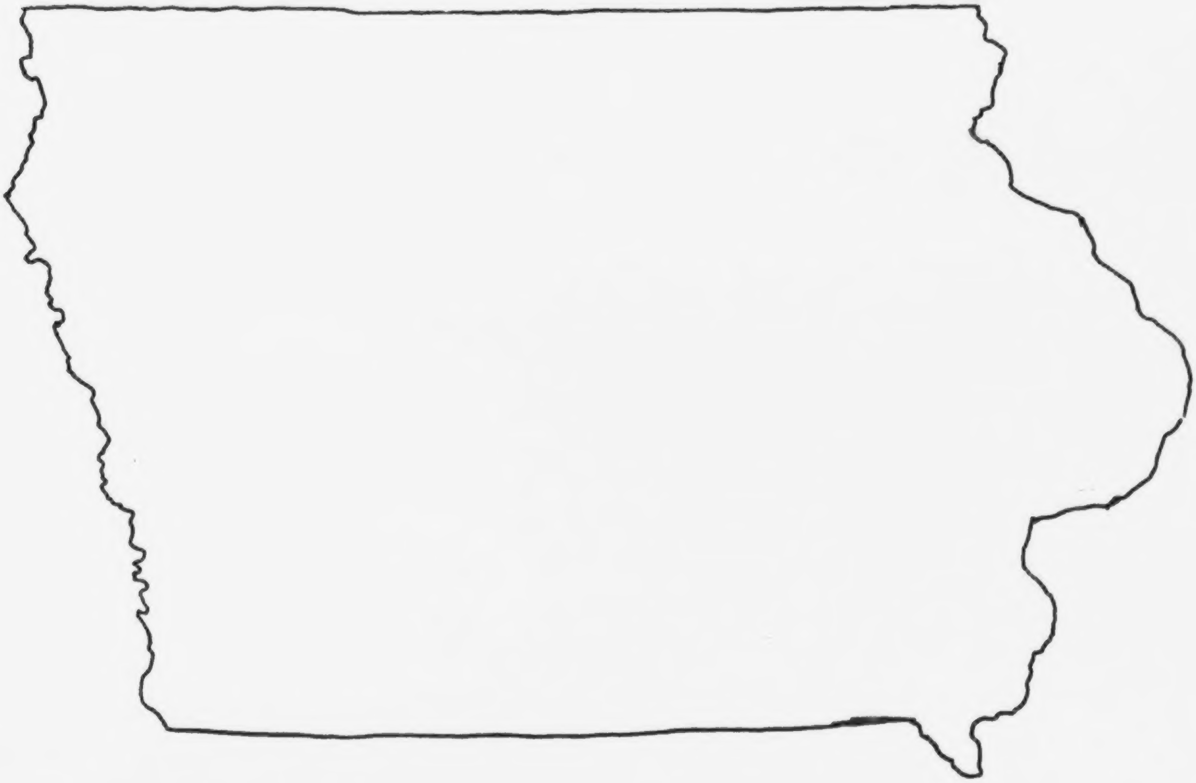
   A. Summarize with generalizations and goal setting.

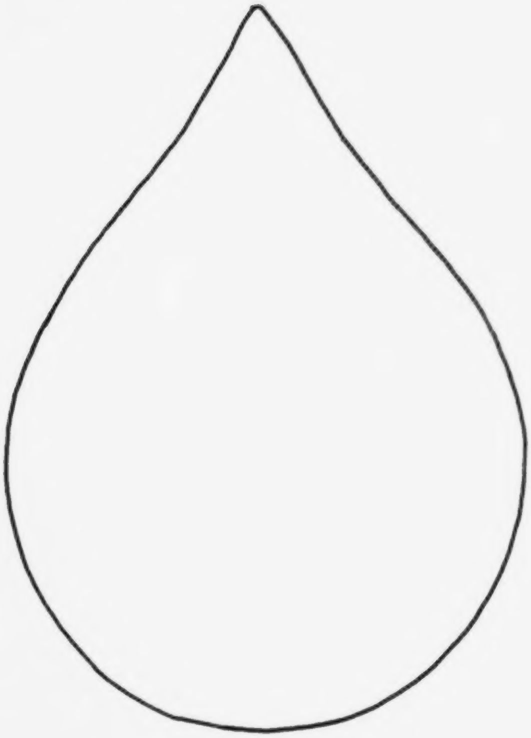
      1) What is important to remember about today's lesson? Guide the students in developing content generalizations for this lesson on the board or overhead. Have students write them.

      2) How will I practice at home what I've learned about symbols? Each student will set and record a goal for using today's lesson in the diary section of his/her notebook.

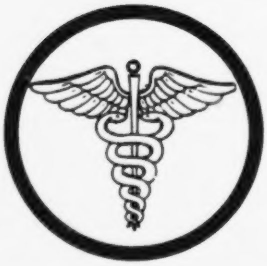
COMMUNICATION

Rx





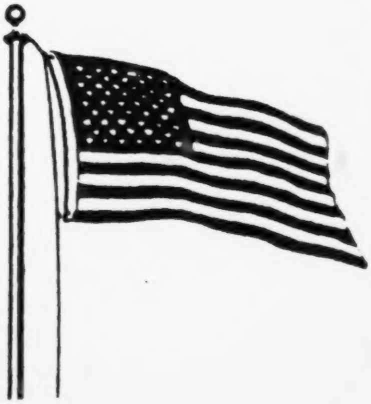
SYMBOLS TO USE FOR BULLETIN BOARD ILLUSTRATIONS

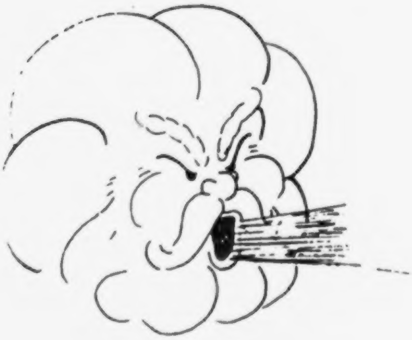


FUTURE HOMEMAKERS OF AMERICA

FHA HERO

TOWARD NEW HORIZONS ®





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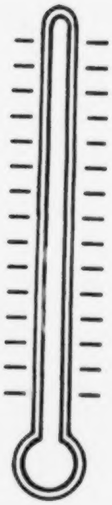

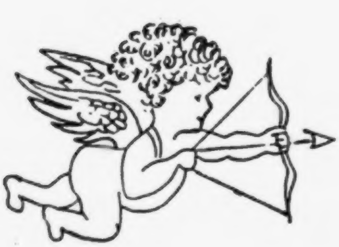

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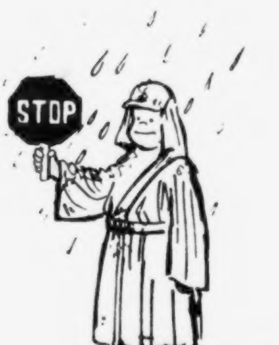
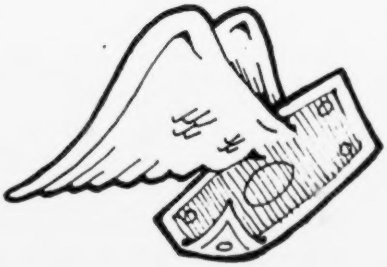
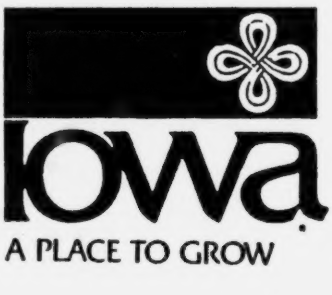


SYMBOLS TO USE FOR BULLETIN BOARD ILLUSTRATIONS



ENGLISH
AGRONOMY
CHEMISTRY


Iowa
A PLACE TO GROW

MY

DIARY

NAME ____________________

HOUR ____________________

DIARY

The diary is a place for you to write your personal reactions to and feelings about the lessons.

Topic 1. Symbols Date ________

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Topic 2. Hearing and Listening Date ________

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Topic 3. Written Messages Date __________

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Topic 4. Speaking (emphasis is on initiating the conversation)

Video: Person to Person: Learning to Communicate Date __________

My reaction to the video.

Speaking (emphasis on intiating conversations)

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Topic 5. Feedback (emphasis on the listener's response) Date ________

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Topic 6. Nonverbal communication Date __________

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Topic 7. Holding a Sustained Conversation

Date __________

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Topic 8. Resolving Conflict

Date __________

My goal for using today's lesson is:

This is what happened when I tried to achieve my goal.

Name ____________________

Hour ____________________

Date Due ________________

Topic 11. Visiting a School or Day Care Center

My goal for communicating with children is:

This is what happened when I tried to achieve my goal related to communicating with children.

Topic 19. Practice Communicating with the Elderly

My goal for communicating with the elderly is:

This is what happened when I tried to achieve my goal related to communicating with the elderly.

Name ______________________

Hour ______________________

Date Due __________________

"GOAL SETTING"

Class goals:

Personal goals:

Parent/Guardian response to goal achievement:

Signed ____

Name ______________________

Hour ______________________

Date Due __________________

"A UNIVERSAL SYMBOL FOR HOME ECONOMICS"

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Hearing and Listening

OBJECTIVES:

1. Identify hearing as a part of listening and listening as an element of communication.

2. Hear a message.

3. Share personal interpretation of a message.

4. Use effective listening skills.

GENERALIZATIONS:

1. The voice or spoken word is one element of communication.

2. Concentration is a skill that allows for listening to a message.

3. Concentration is limited when there is outside interference.

4. An individual's ability to listen to a message is related to listening skills.

5. The listening process includes hearing, attention, understanding, and remembering.

RESOURCES:

1. A tape recorder and blank tapes.
    A. Tape several sounds--birds, horn tooting, flute, dishes rattling, wind blowing, phone, clock, water, motorcycle, brushing teeth, eating something crisp, pouring a glass of soda pop . . .
    B. Tape a message segment marketing home economics or a mother giving a child directions (2 minute maximum)
    c. Use taped music (popular, 5 minutes)

2. Handouts: "Hearing and Listening"
    "Me, Myself and I"

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal dealing with symbols.

2. Establish set

    A. Discuss how the ideas for "A Symbol for Home Economics" are coming along. Discuss the challenge to develop a universally accepted symbol. Comment on the broad spectrum of home economics.

B. Today we will explore and practice using another important aspect of communication . . . that of hearing and listening.

3. Identify and Practice Listening Skills

A. Prepare the students for listening to tape segments.
   1) Listen to the tape of various sounds.
   2) Describe what you heard on handout, "Hearing and Listening" question # 1.
   3) "What did you hear?" Class sharing.
   4) Listen again and check your descriptions. Any changes?

B. Play the tape segment with a message.
   1) Write what you heard on handout question #2.
   2) Discuss what you heard as a class.
   3) Tell the students you are going to play the tape again. This time they are to listen to the message and block out all interference. Lay pencils down, sit still, do not tap feet or fingers and be attentive.
   4) Discuss what you heard. Did your attentiveness make listening easier?

C. Discuss listening skills with the class . . . (generalizations)
   1) How are hearing and listening different? Record answers on "Hearing and Listening" handout, question # 3.
   2) How do hearing and listening relate to our communication goals? (Refer to "Goal Setting" in notebook--class and personal goals.)

D. Assign for tomorrow, "Me, Myself and I".
   1) Write a description of yourself in one paragraph.
   2) Put your name lightly on the back of the paper.
   3) Place in your notebook.
   4) This assignment will be read by other students in class tomorrow.

E. "Let's see how much you can write in 5 minutes." (Play a tape of music, without comment, while they are writing.)

4. Closure

A. After 5 minutes of writing discuss . . .
   1) What did you hear while you were writing?
   2) How many of you can name the song? Why can you? Why can't you?
   3) What is listening? (generalization)

B. Have students set and record their goals for today's concept in their diaries.

"HEARING AND LISTENING"

1. What did you hear on the tape of sounds?

2. What was the message you just heard on the tape recorder? (Write what you heard.)

3. How are hearing and listening different?

"ME, MYSELF AND I"

Write a description of yourself (one paragraph).

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Written Messages

OBJECTIVES:

1. Identify ways we use written communication.
2. Distinguish between factual information and opinions conveyed in a written message.
3. Write a message which accurately conveys the intended meaning (e.g., facts and feelings).

GENERALIZATIONS:

1. A written message relies on words to convey facts and opinions.
2. Words are symbols that rely on common meanings.
3. The meaning of a written message can be more accurately interpreted when common usage of punctuation, spelling, grammar, and form are used.
4. Clearly stated facts are more likely to accomplish the goal of a message.
5. Opinions personalize the message by adding something of ourselves.

RESOURCES:

1. Handouts: Interpretations of "Me, Myself and I"
   "Written Messages"

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal for hearing and listening. While they are writing, collect the assignment, "Me, Myself and I."
2. Establish set
   A. The following message is on the board: No test on Friday.

      Ask:
      1) Who is this message for?
      2) What does it mean?
      3) How do you know it means that?
      4) Does everyone think it means the same thing?
      5) How are we using symbols e.g., pictures, words?
      6) Is this a factual or an opinion message?
      7) Is this a clear message? Why or why not?
      8) What would you add to make it more clear?

   B. With the student's help make a list of times they have written messages.

3. Write Accurate and Meaningful Messages

A. Hand out at random the student's assignment, "Me, Myself and I." Have students read each other's paragraphs without looking at the name and answer the questions on "Interpretations of "Me, Myself and I."

As a class, discuss . . .

1) If you had never seen this person would you have been able to picture him/her in your mind?
2) Why or why not? What facts helped you? What facts were missing?
3) How did the person's opinions of themselves help or hinder your picture of them?
4) Was the written message clear? Did it leave you with questions?
5) Discuss why some messages may not have accurately conveyed the intended meaning (generalizations).

Return papers to owners.

B. Give the students the handout "Written Messages." Go over the directions. Have the students do Part I in class.

1) Ask several students to share their messages or directions.

2) Discuss . . .
Are the directions clear? accurate?
Would the reader understand the intent of the message?

C. Assign: Part II and III on "Written Messages" to be handed in with their notebook. More than one message under Section II and III could be sent for extra credit.

4. Closure

A. Summarize with generalizations.

B. Have students set and record their goals in their diaries.

NAME ______________________________

HOUR ______________________________

"INTERPRETATIONS OF "ME, MYSELF AND I"

Directions: Read the "Me, Myself and I" paper given to you by the instructor. List the facts and opinions given in the paragraph.

FACTS	OPINIONS

1. Who do you think the paragraph describes?

2. What facts helped you decide?

3. Who does the paragraph describe? (Check the back of the paper.)

4. Did the person's opinions of themselves help or hinder your picture of them?

NAME ____________________

HOUR ____________________

"WRITTEN MESSAGES"

Messages that are accurate and meaningful:
1) state the important facts and
2) include opinions that will help make the message more personal

Part I. State the important facts as you write the following messages.

1. A telephone message - just as you arrived home from school the meat cutter at the grocery store called for your mother with a question about her special order. She is to call back by 5 p.m.

2. Write directions to your home from the main highway through town.

Part II. Choose one of the following messages to write and send. Include opinions that help make the meaning more personal.

1. Write a thank you note to a relative who sent you $10 for your birthday.

2. Write a note to your parents about school that will make them feel real good. "The nicest thing happened at school today . . . "

3. Write a contest entry for the school newspaper, using this topic: "Write a helpful hint for making a task you do easier or more enjoyable."

4. Write a paragraph or poem about how you feel when you are in your favorite room at home.

"Written Messages"

Part III. The note I will actually send is # ______________.

1. The goal of this note was to . . .

2. The outcome or reply to this message was . . .

UNIT: Life Skills in Family Communication **TWO DAYS!!**

TOPIC/CONCEPT: Speaking (Emphasis on the speaker initiating a conversation)

OBJECTIVES:

1. Identify the forms of communication used in conversation.
2. Identify the role of facts and opinions in verbal conversation.
3. Initiate meaningful dialogue.
   A. List occasions that imply the need to initiate a conversation.
   B. State the goal of a speaker who initiates a conversation.
   C. Relate dialogue to the age, interest and personality of the person spoken to.
   D. Consider the environment/surroundings.

GENERALIZATIONS:

1. Determining the kind of response you want can direct the beginning of a conversation.
2. The opinions of the sender of a message are often a part of the conversational approach.
3. To reach the goal of a conversation it may help to write out your goals, questions, and concerns ahead of time (e.g., need to express a concern to a parent or teacher, consult with a doctor, ask for a special privilege . . .).
4. Where you are, what the person is doing, and the time of initiating a conversation will affect how you start the conversation and how the conversation turns out.
5. The special qualities of a person determines the words that are right to use in a conversation with them.

RESOURCES:

1. Video cassette: Person to Person: Learning to Communicate
   Order from: Sunburst Communications
   Department AW
   39 Washington Ave.
   Pleasantville, New York 10570
2. Television and VCR for showing
3. Handouts: "Initiating a Conversation"
4. Overhead projector
5. Transparency: "Matt: Initiating a Conversation"
6. One copy of " Situations" to cut apart and put in a bowl.

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal pertaining to written messages.

2. Establish set

   "We've determined that symbols, listening and written messages are important parts of communication as we strive to know others, ourselves and our world better. Today we are going to see a video that illustrates these forms of communication as well as several other techniques we will practice in the next few days."

3. Show Part I, "Making Connections," in Person to Person: Learning to Communicate.

   Discussion questions that may be used here are:

   A. What did you see that illustrated the communication techniques we have practiced so far?
      1) the use of symbols
      2) hearing and listening
      3) distinguishing between facts and opinion

   B. What is meant by "Communication is more than just exchanging words?"
      1) sending the right message
      2) receiving correctly the message that was sent

   C. Describe the different levels of spoken communication
      1) touching base
      2) exchanging facts
      3) expressing opinions
      4) using tone to make communication clearer

4. Initiating Conversations

   A. One task most people need practice doing is starting or holding a meaningful conversation with someone.

   B. What are some reasons for talking to others? "You feel like you want to talk to someone or need to express your thoughts about an issue." (Include friends, peers, parents, sales clerks, teachers, children, etc.)

   C. Discuss things to consider before starting a conversation. Take notes in section one of your notebook.
      1) The intent/goal
      2) Environment/surroundings
         a) Where you are
         b) What the person is doing when you approach him/her
         c) Time of the call, question, etc.
      3) Special qualities of the persons involved, e.g., age, talent, occupation, abilities

D. Analyze and discuss Matt's situation as directed on the transparency, "Matt: Initiating a Conversation." Discuss the criteria for beginning the conversation in relation to each choice given.
   1) Which statement would most likely help Matt realize his goal?
   2) Where and under what circumstances did Matt begin the conversation?
   3) What did Matt know about his parents?
   4) Comment on Matt's timing.

E. How might you turn the following into a more positive beginning statement?
   1) I hate it when you ask me to clean my room everytime I ask to go someplace.
   2) You always hassle me when I want to watch television after school.
   3) I'm sick of always being the one to blame.

5. Practice in Initating Conversations

A. Cut apart the situations on page 36. Place them in a bowl.

B. Have students draw for a situation.

C. Students are to plan the first statement to be made using the handout "Initiating a Conversation."

D. Have the students share their statements with the class. Before sharing, students should briefly describe who they are sending the message to and the circumstances.

E. Discuss after each statement
   1) Will the request made get the response desired? Why or why not?
   2) How does the person you are sending the message to affect the message?
   3) How does the environment or circumstances affect the message?

6. Closure

A. Summarize using generalizations.

B. Have students set and record their goals in their diaries.

C. Have student place "Initiating a Conversation" in notebooks.

STARTING/INITIATING A CONVERSATION

Practice in starting/initiating conversations.

1. Goal for the situation you selected:

2. Describe the person you are sending the message to:

3. Describe the environment or surroundings:

4. The first sentence you would use:

    A. Will the request made get the response desired? Why or why not?

    B. How did the person you were sending the message to influence or affect the message?

    C. How does the environment affect the request and the response? Give examples.

"MATT: INITIATING A CONVERSATION"

MATT HAS SOME VERY IMPORTANT COMMUNICATING TO DO. HE IS ON THE FOOTBALL TEAM AND HE HAS A SATURDAY MORNING JOB HELPING HIS UNCLE AT THE SHOP. FOUR OF MATT'S GRADES WERE DOWN THIS QUARTER AND HIS PARENTS ARE LIKELY TO SUGGEST HE GIVE UP SOMETHING IN ORDER TO HAVE MORE STUDY TIME. MATT WANTS TO TALK TO HIS PARENTS AND LET THEM KNOW HE DOESN'T WANT TO GIVE UP SPORTS OR THE JOB. HE DECIDED DINNER TIME IS THE TIME TO TALK. HOW MIGHT MATT START THE CONVERSATION?

A) I'M NOT QUITTING FOOTBALL, NO MATTER WHAT YOU SAY!!

B) I KNOW YOU'RE DISAPPOINTED IN MY GRADES.

C) I KNOW YOU THINK I'M SPREADING MYSELF TOO THIN WITH THE JOB, SPORTS, AND SCHOOL.

D) DO YOU THINK WE CAN FIGURE OUT A WAY FOR ME TO HANDLE MY TIME BETTER SO I CAN KEEP UP MY JOB AND SPORTS AND IMPROVE MY GRADES?

SITUATIONS (to be cut apart)

1. Ask a teacher about an assignment or the meaning of a word.

2. Call someone on the telephone just to chat. (Have students sit back to back)

3. Ask a favor of your brother or sister.

4. Ask someone to dance at a school party.

5. Ask a parent to advise you on a personal matter.

6. Tell your parents about something interesting that you learned in school recently.

7. Praise a family member for something they've done.

8. Introduce a new classmate to your father.

9. Help a peer to see that they are not considerate of a classmate's feelings.

10. Ask a sales clerk for help.

11. Ask a waitress to bring the milk she forgot to serve.

12. Start a conversation with a person your age in order to get to know them better.

13. Make an apology to someone.

14. Extend a party invitation to a classmate.

15. Divert a 4 year old from an activity that is not safe.

16. Visit an elderly neighbor in order to brighten his/her day.

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Feedback (Emphasis on the listener's response)

OBJECTIVES:

1. Define feedback.
2. Define the separate roles of the speaker (initiator) and the receiver of the message.
3. Recognize the difference between understanding the speaker's point of view, the listener's point of view, and how they may or may not be interrelated (involve shared meaning).
4. Determine the goal of the speaker with feedback.
5. Demonstrate communication skills that allow for accuracy in shared meanings.

GENERALIZATIONS:

1. Feedback aids in establishing more complete understanding of the speaker's message by reproducing some or all of the message.
2. Feedback is a listener's response which allows attention to remain on the speaker.
3. When the speaker initiates a conversation with a goal in mind the listener can check for shared understanding with feedback.
4. Feedback can take the forms of parroting, paraphrasing, and whole-person feedback.
    A. Parroting is repeating word for word what the speaker has said.
    B. Paraphrasing is feeding the speaker's message back in different words.
    C. Whole-person feedback goes beyond what the message is, to determine the meaning that it has for the speaker. Whole person feedback is most appropriately used in private interactions, to help the speaker understand his/her own feelings. It is not appropriate for light or routine conversations.
5. When the listener's response focuses on the speaker's feelings and perceptions, continued sharing is encouraged and the relationship is enriched.
6. Misunderstanding may come about when the speaker and listener do not check for shared meaning.

RESOURCES:

1. Overhead Projector
2. Transparencies: "TYPES OF FEEDBACK"
   "I HATE MY BROTHER"
3. Handout: "Examples of Nonverbal Communication"
   "Situations"--Handout from previous lesson.

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal pertaining to starting/initiating conversations.
2. Establish Set
   A. Ask the students to consider the goals they have set each day. Have you had a chance to practice your skills?

   B. Review together the class goals on "Goal Setting" page in notebook.

   C. Ask: "Have any of your personal goals been realized? or "Have you noticed some changes in your conversational skills?"

   D. Discuss the successes and the need to be persistent in trying to reach the goals.
3. Feedback
   A. Discuss the importance of knowing the goal of the speaker as a conversation is begun.

   B. Introduce the term feedback and identify the purpose of using feedback in a conversation (generalizations).

   C. The teacher will demonstrate use of the 3 forms of feedback used to clarify meaning. (Transparency titled, "TYPES OF FEEDBACK")

   D. Using the transparency "FEEDBACK to 'I HATE MY BROTHER,'" have students identify the form of feedback used in each statement.
4. Practice Feedback
   A. Choose 3-4 pairs of students to practice feedback for the class using the first 3-4 situations from "Situations" handout from previous lesson. Discuss . . .
      1) How did the person respond to the message of the speaker? Parroting? Paraphrasing? Whole person feedback?
      2) How did the speaker feel about the feedback given?
      3) Did the speaker feel like continuing the conversation?

B. Form inner circle-outer circle. (Arrange chairs in two equal circles, one inside the other. Have students sit in pairs facing each other.) Have the person in the outer circle be the sender and the person in the inner circle be the receiver. Use the remaining situations from the "Situations" handout, adding feedback from the listener.
   1) Consider how the receiver responds to the message of the speaker.
   2) Discuss how the response may either encourage or discourage continued communication. Limit the discussion to analysis of feedback.
   3) What happens if the initial comment of the speaker is ignored or misinterpreted? (Speaker is challenged to modify his/her approach.)

5. Closure and assignment

A. Summarize with generalizations.

B. Have students set and record their goals in their diaries.

C. Assign observation of communication taking place without use of words. Record as many examples as you can on "Examples of Nonverbal Communication."

"TYPES OF FEEDBACK"

FEEDBACK FOR THE FOLLOWING STATEMENT MAY TAKE THREE DIFFERENT FORMS.

"I FEEL AWFUL."

PARROTING IS REPEATING WORD FOR WORD WHAT THE SPEAKER HAS SAID.

"YOU FEEL AWFUL."

PARAPHRASING IS FEEDING THE MESSAGE BACK IN DIFFERENT WORDS.

"YOU'RE FEELING REALLY BAD RIGHT NOW."

WHOLE PERSON FEEDBACK IS USED TO DETERMINE MORE EXACT MEANING FOR THE SPEAKER.

"YOU'RE FEELING AWFUL BECAUSE YOUR PARENTS
WILL BE DISAPPOINTED IN YOUR GRADES?"

"I HATE MY BROTHER."

"YOU ARE REALLY UPSET WITH YOUR BROTHER AREN'T YOU."

"YOU HATE YOUR BROTHER."

"YOU HATE YOUR BROTHER BECAUSE YOUR PARENTS WANT YOU TO BABYSIT SATURDAY NIGHT WHILE THEY GO OUT, RATHER THAN GO TO THE GAME."

NAME ______________________________
HOUR ______________________________

"EXAMPLES OF NONVERBAL COMMUNICATION"

Examples of communication without words that I have observed:

UNIT: Life Skills in Communication

TOPIC/CONCEPT: Nonverbal Communication

OBJECTIVES:

1. List examples of nonverbal communication.
2. Understand the messages transmitted nonverbally.
3. Relate perception of nonverbal signals to effective communication.

GENERALIZATIONS:

1. Nonverbal signs that accompany a spoken or written message sometimes reveal more than the words themselves.
2. Silence is communication.
3. Being aware of all elements of communication increases the chance of complete understanding.
4. Nonverbal signals include voice pitch, volume, rate, use of gestures, posture, facial expressions, eye contact, space, and touch, as well as presentation of school work, creative projects, and personal appearance.
5. As much as 65% of a social message can be communicated without words.

RESOURCES:

1. Various examples of student writing, project work, magazine pictures, and posters that are examples of nonverbal communication.
2. Choose one of the following
   A. Video tape of the class taken as they walked through the hall, stopped at the fountain, and came into class.
   B. A videotape of the crowd at a ball game, pep meeting, or assembly.
   C. A 3 minute segment of a soap opera depicting two people in conversation (no sound).
3. Television and VCR for showing one of the above situations.
4. Transparency: "Practice in Using Tones of Voice"

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal pertaining to feedback with emphasis on the listener's response.

2. Establish set

   A. Arrange to have another teacher or staff person walk into the room. Have him/her look around the room somewhat frantically or with a puzzled look, look at the teacher, and then turn around and walk out. Allow the students to comment on what they saw and what the meaing of the actions were.

   B. Ask students to describe the many examples they noticed of communication without words. Place "Examples of Nonverbal Communication" in notebook.

   C. Discuss the relative impact these forms of communication have on the overall understanding of a message.

3. Experience Nonverbal Messages

   A. As a class activity ask all to pretend that the class is boring by the way they look. Keep the tone of these activities enjoyable. "Look at each other and describe the body posture and facial expressions that show boredom."

      Other pretend situations might be:
      . . . you're very interested in the subject and want to be involved; . . . you haven't read the assignment and don't want to be called on.

      After each situation explain the non-verbal messages that were evident.

   B. Show examples of student writing, project work, pictures, and posters and ask students to reveal what they feel is being communicated nonverbally.

   C. Ask students to practice the statements on the transparency, "Practice in Using Tones of Voice" using varying tones of voice to depict different meanings. In a phrase, placing emphasis on different words can change the meaning.

   D. View videotape and observe nonverbal communication and feelings that are obvious. "What is being said without words? Would we learn any more from a sound tape alone?"

      Opt. play it a second time with the sound.

      Discuss: How was that different?
      Were the nonverbal messages we picked up the first time related to the verbal message we heard the second time?

E. Using the inner circle-outer circle format have students practice looking for various forms of nonverbal communication. (It may be more effective for some groups to do many of the following activities with volunteers demonstrating for the rest of the class.)
   1) Ask one person in each pair to raise a hand. Direct that person to be the listener. Review the role of a good listener.
   2) Have the listener turn his chair around so he cannot see the speaker.
   3) Direct the speaker to tell about "My most embarrassing moment."
      a) How did you feel when listening?
      b) How did you feel when talking?
   4) Repeat the exercise face to face.
   5) Discuss as a class.
      a) How was this experience different than when not looking at each other?
      b) What were the nonverbal cues that you observed? How did they add meaning to what was said?
   6) Have the inner circle move two spaces to the right. Face the person in front of you and tell about the things you most enjoy doing with your family.
   7) Discuss as a class.
      a) What nonverbal signals were given?
      b) How was this different than when you were back to back?
      c) Was the listener giving any nonverbal signals? Did the speaker use complete sentences and clear descriptions? Were statements of opinion included?

F. Ask for volunteers to express the following emotions for the class using only one sound--BA FA and as many forms of nonverbal communication as they choose. The volunteers will randomly select one of the following and see how quickly the class will guess the emotion being expressed.

   1) Happiness
   2) Anger
   3) Praise
   4) Criticism
   5) Confusion
   6) Peace

3. Closure

   A. Summarize using generalizations. Use leading questions to cover the content.

   B. Have students set and record goals in their diaries.

"PRACTICE IN USING TONES OF VOICE"

"NO."

"WHY?"

"IT'S RAINING."

"WHAT ARE YOU DOING?"

"I'M SURE."

"YOU'RE A BIG HELP."

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Holding a Sustained Conversation

OBJECTIVES:

1. Communicate feelings and facts.

2. Begin building meaningful interpersonal relationships through skills in shared communication.

3. Hold a conversation that allows for meaningful dialogue with peers and adults.

GENERALIZATIONS:

1. When we can both send and receive open communication our world is enriched with an understanding and sharing atmosphere.

2. Guidelines which create an open atmosphere where understanding and open communication can occur:
   - A. Look at the other person. (This is not accepted in all cultures . . . e.g., the American Indian.)
   - B. Avoid letting your own thoughts or feelings get in the way of hearing.
   - C. Attend to nonverbal cues. (Nonverbal gestures sometimes have different meanings for different people.)
   - D. Show genuine interest in the other person.
   - E. Use feedback for clarification.
   - F. Determine the goal of the conversation.
   - G. Consider the special qualities of the participants.
   - H. Choose an appropriate setting and time.

3. Different messages can be obtained from the same symbols, words, and nonverbal cues.

4. Meaningful dialogue depends upon terminology, language, and symbolic cues that have common meaning.

5. The intent, thought preparation, and special qualities of the participants, will affect the atmosphere and outcome of a conversation.

6. If judgments are made early in the conversation then open communication may be hindered.

RESOURCES:

1. Overhead projector
2. Transparency: "Communication Skills"
3. "Charades" cut apart for use
4. Two copies of each script; "Jeremy and Mrs. Jones" and "Susie and Jane."
5. Handouts: "Role Playing Guidelines"

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal pertaining to nonverbal communication.

2. Establish set

   Direct attention to the transparency "Communication Skills." Combining the skills for a sustained conversation is our goal for today's lesson. The skills outlined include listening, talking, feedback, nonverbal and symbolic cues, and the intent and preparation of the participants. (Generalization)

3. Warm up activities for role playing

   Charades: Several volunteers will portray some activities that the class will try to identify correctly. Have each pair of volunteers select a situation to portray. (Selections may be cut apart and placed in a box.)

   "Notice how each person reacts in a unique way? You are a unique individual with your own method of reacting to a situation. Each person would also have a different idea about how a conversation might continue."

4. Role playing

   A. Discuss the role playing guidelines to give the students encouragement and an understanding of the responsibilities of the audience as they observe the role playing. (Role Playing Guideline Sheet)

   B. Say to the class: "There are two prepared scripts for practice in role playing. We will do these and other situations to give us practice in communicating with others. Sometimes we more readily understand how someone else thinks and feels by pretending we are that person."

   C. Select 2 volunteers for each script. Use the discussion guides to lead the class in analysis of the conversational methods.

D. Discussion guide for "Susie and Jane"
    1) Questions pertaining to the role of Jane:
        a) How did you feel when Susie sat down beside you?
        b) What feedback did Jane use to Susie's question about the English assignment? Why?
        c) Why was Jane willing to help Susie?
        d) What are some other responses she might have used?
        e) How would these responses have changed the direction of the conversation?
    2) Questions pertaining to Susie's role:
        a) Why did you sit next to Jane? How would it have been different if you were across the table?
        b) How did you feel when you sat down by Jane?
        c) What specific details--time, place, action--had you decided before the conversation began?
        d) Why did you talk about the English assignment first?
        e) What other details might need to be decided before Friday night?

E. Discussion guide for "Jeremy and Mrs. Jones"
    1) Questions pertaining to the role of Mrs. Jones:
        a) Why did she pick the time and place she did for this conversation?
        b) What are some other times and places she might have chosen?
        c) How did Mrs. Jones feel when she came home and didn't find Jeremy there?
        d) What are some other ways she could have initiated this conversation?
        e) What was her objective in this conversation?
        f) Did she reach that objective?
        g) Did she listen to what Jeremy said? Give examples.
        h) How did they effect the conversation?
    2) Questions pertaining to the role of Jeremy:
        a) What nonverbal clues did she see Jeremy give?
        b) How did Jeremy feel after his mother asked the first question?
        c) Why did Jeremy not answer the first question his mother asked?
        d) How does Jeremy feel at the end of this conversation?
        e) What questions could he have asked his mother? Why?

F. Role play, without script, some of the examples from "Role playing situations below:
    1) A teenager helps a younger sibling to see the importance of respecting the privacy of others.
    2) A 7th grade student visits a grandparent on Saturday morning and they talk about something that happened in school.
    3) Tell your parents about a disappointing grade that you received today.
    4) I want a bigger allowance. I'll ask my dad first.

    5) Two students talking about another student who is different.
    6) A student thinks a teacher is unfair to him/her. He/she is talking to a friend.
    7) Joe is flunking science. His parents are trying to help by suggesting solutions, e.g., extra help, more study time, more sleep, improved eating.
    8) Introduce Mary to your father.
    9) Introduce a new student to your best friend.
    10) Get acquainted with a small child who is visiting for the weekend.

G. Discuss the difficulties of role playing and give encouragement along with a review of helpful guidelines.

5. Closure

A. Summarize using generalizations.

B. Have students set and record their goals in their diaries.

"COMMUNICATION SKILLS"

I. SYMBOLS
    A. REPRESENT SOMETHING
    B. CAN CONVEY A MESSAGE QUICKLY
    C. RELY ON SHARED MEANINGS FOR COMMUNICATION

II. HEARING AND LISTENING
    A. HEARING IS GRABBING SOUNDS OUT OF THE AIR AND PASSING THEM TO THE BRAIN
    B. LISTENING INCLUDES
        1. HEARING
        2. ATTENTION
        3. UNDERSTANDING
        4. REMEMBERING

III. WRITING
    A. USE WORDS TO CONVEY FACTS AND OPINIONS
    B. CLEARLY STATED FACTS ARE MORE LIKELY TO ACCOMPLISH THE GOAL OF THE MESSAGE
    C. OPINIONS PERSONALIZE THE MESSAGE

IV. SPEAKING
    A. THINGS TO CONSIDER IN STARTING/INITIATING A CONVERSATION
        1. INTENT/GOAL
        2. ENVIRONMENT/SURROUNDINGS
            A. WHERE YOU ARE
            B. WHAT THE PERSON IS DOING WHEN YOU APPROACH HIM/HER
            C. TIME OF CALL, QUESTION, ETC.
        3. SPECIAL QUALITIES OF THE PERSONS INVOLVED

V. FEEDBACK

A. CLARIFIES MESSAGE BY REPRODUCING SOME OR ALL OF IT

B. THREE FORMS

1. PARROTING--REPEATING WORD FOR WORD
2. PARAPHRASING--REPEAT USING DIFFERENT WORDS
3. WHOLE PERSON FEEDBACK--DETERMINES A MORE EXACT MEANING

VI. NONVERBAL COMMUNICATION

A. ACCOMPANY SPOKEN OR WRITTEN MESSAGES AND MAY REVEAL MORE THAN WORDS THEMSELVES

B. EXAMPLES

1. VOICE PITCH
2. VOLUME
3. RATE OF SPEECH
4. GESTURES
5. POSTURE
6. FACIAL EXPRESSIONS
7. EYE CONTACT
8. SPACE
9. TOUCH
10. APPEARANCE

CHARADES
(Cut apart)

Pretend you are eating an ice cream cone.

Pretend you are eating a potato chip.

Pretend you are eating a lollipop.

Pretend you are eating a toasted marshmallow.

Pretend you are eating cotton candy.

Pretend you are eating an ear of corn.

Pretend you are putting on makeup before school.

Pretend you are watching a sprint car race.

Pretend you are opening a large gift.

Pretend you are asking a girl/boy to dance (without words).

Pretend you are trying to quiet a crying child.

Pretend you are shooting baskets.

Pretend you are dialing the telephone.

Pretend you are combing your hair.

ROLE PLAYING GUIDELINES

Role playing is a way people can imagine themselves in situations that they briefly act out.

Role playing may allow for better understanding of another person's thinking and feelings.

There are many situations in which communication with others would be more effective if we could understand their point of view.

Role playing situations are usually unrehearsed and quite short.

One of the most difficult parts to play is that of the observer. The observer must sit quietly and not participate in the situation. They should not laugh or comment.

Everybody's contribution in role playing is valuable.

The observers may comment and ask questions after the participants are finished with the role playing situation.

e.g., . . . How would you feel as a parent when your daughter said that?
. . . Why would a parent say no to that request?
. . . Is there another approach that might have been used?
. . . Was something said that was inconsiderate of feelings? or inappropriate?
. . . How could that request have been presented more effectively to the parents
. . . How do you feel you are different from the role you played?

1. Select a situation and determine the characters needed.
2. Ask for a volunteer to play each role.
3. Clearly define and limit the character's position.
4. Remind the audience of their responsibilities to be attentive and not distracting.
5. Role-plays should be brief. The leader should cut the action at a crucial moment to maintain the group involvement.
6. Praise the participants for the way they handled the situation in front of the class.
7. Use some of the above questions to discuss the communication that has taken place, feelings involved on the part of each role, and other action that could have taken place.
8. Refer to the teacher's objectives to determine which role playing topics are most useful.

"Jeremy and Mrs. Jones"

Characters--Mrs. Jones and Jeremy, age 13

Setting--The Jones family consists of Mrs. Jones, Jeremy, age 13, and Mart, age 10. This is the dinner conversation one evening.

Mrs. Jones: "Where were you, Jeremy, when I came home from work today at 5 p.m.?

Jeremy: "Just around."

Mrs. Jones: "You know that I expect you to be here with Mart after school."

Jeremy: (No response) (Pause)

Mrs. Jones: "Jeremy, I'm talking to you."

Jeremy: "It's not fair. Joe can go down to the bowling alley after school if his homework is done."

Mrs. Jones: "I don't care what Joe does, you have to look after Mart."

Jeremy: "Mart was watching television. He was O.K. Why should I have to be here just because Mart is here?"

Mrs. Jone: "You don't think it's fair for you to have to look after Mart?"

Jeremy: "No, I want to be able to do things with my friends."

"Susie and Jane"

Setting: Susie, age 12, wants to have Jane, a friend she does not know very well, to stay overnight after the basketball game Friday night. Her parents said she could also choose a VCR tape to see and she wants Jane's ideas about what she would like to see. This is the conversation between Jane and Susie.

Susie sees Jane at the lunch table with an empty seat by her. She takes her tray and sits in that space.

Susie: "Hi, Jane. Do you understand what we have to do in English?"

Jane: "You mean that worksheet she gave us?"

Susie: "No, I thought she said we should find examples of pronouns that are used instead of nouns. I don't know where we should look."

Jane: "I wrote what she said in my notebook. I could look and see after we've finished eating."

Susie: "O.K. That would be great! Are you going to the basketball game Friday night?"

Jane: "Yes, I'd like to."

Susie: "I was wondering if you could stay overnight after the game?"

Jane: "I'll have to ask."

Susie: "If you can, maybe we can get a video to watch afterwards. Can you think of a movie you'd like to see?"

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Resolving Conflict

OBJECTIVES:

1. Use communication skills to proceed through a systematic model for resolving a conflict.
2. Recognize the contribution of each individual to a conflict situation.

GENERALIZATIONS:

1. Practice in handling small problems makes it easier to handle big ones.
2. Resolving a problem when it first occurs allows for less buildup of adverse feelings.
3. Trust and open communication between individuals can foster good feelings about self and others.
4. Conflict can result from outside e.g., disagreement; and from inside, e.g., disappointment.
5. Disagreeing with someone (conflict) need not result in negative feelings.

RESOURCES:

1. Overhead projector
2. Transparency: "Communication Skills" from previous lesson.
3. "Role Playing Guidelines" from previous lesson.

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal pertaining to holding a sustained conversation.
2. Establish set
    A. Review communication skills using transparency, "Communication Skills."
    B. Explain to the class that they will have a chance to do more role playing today. The goal for today is to work on settling conflicts by using what we've learned about communication.

3. Role playing

   A. Discuss conflict resolution ideas outlined in the generalizations above.

   B. Review the role playing guidelines briefly.

   C. Select students to role play some of the situations below.
      1) A 7th grade student has decided to talk to a teacher about having feelings hurt in class today.
      2) A junior high girl asks her parents if she can go to a high school dance with a sophomore boy. Her parents are expressing some concerns.
      3) Convince a classmate not to drink alcohol.
      4) Refuse to do a favor for a friend.
      5) Prepare a young child for bedtime. The child has many excuses for not getting ready.
      6) I don't think I should have to do chores like doing dishes, taking out the garbage or cleaning the bathroom. I will clean my room and pick up my own stuff, but that's all. I want to tell my mother that.
      7) I think my parents/guardians favor my younger brother. I want to tell them about it.
      8) My teacher gives me a lot of busy work and I don't think it's worthwhile.
      9) A weekend guest, age 5, follows you everywhere and gets into your things. How would you communicate your opinions to this child?
      10) Grandma is always wanting me to eat. How can I communicate that the food is good but I am full?
      11) Jane is flunking math. Math has never been Jane's favorite subject but she usually can work and get a C. She is disappointed in her performance. She is seeking help.

   D. After each role playing ask questions that review the effectiveness of resolving conflict.
      1) Define the conflict.
      2) How does appropriate timing affect the outcome?
      3) Check for understanding of each character's thoughts and feelings.
      4) Did they consider alternative solutions? Was there a compromise?
      5) Was there anything said that was inconsiderate of feelings?
      6) Were the characters good listeners?
      7) Did they seem to speak honestly?
      8) What might have happened if this had not been discussed? Sometimes we don't mention a conflict just to keep the peace. When is it wise not to keep our concerns to ourself?

4. Closure

   A. Summarize with generalizations. "How does effective communication help in resolving conflicts?"

B. Tomorrow will be a day for evaluation. We will announce the winner of the contest to develop a symbol for home economics. We will also have a short test to give me an idea of how well the communication unit has been understood.

C. Give the students ballots on which to place a # that indicates their choice for the best symbol. Comment on the criteria for a meaningful symbol. Some of the teachers will also judge the symbols and make the final decision.

D. Have students set and record their goals in their diaries.

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Evaluation of Personal Communication Skills

OBJECTIVES:

1. Use communication skills in simulated situations.
2. Evaluate personal growth in use of communication skills.

GENERALIZATIONS:

From previous lessons.

RESOURCES:

Communications test.

ACTIVITIES:

1. Have students record in their diaries what happened when they tried to achieve yesterday's goal pertaining to resolving conflict.
2. Ask students to share important things they have learned about communication, successes and failures of goals set each day, etc. Relate this to improving family relationships.
3. Announce the winning symbol and comment on the overall entries.
4. Administer test and unit evaluation.
5. Hand in notebooks, including diaries.

COMMUNICATIONS TEST

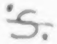
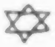
DIRECTIONS: Read the directions for each part carefully and answer on a separate sheet of paper. DO NOT WRITE ON THIS TEST!!

I. Place the letter of the best answer to each question next to the correct number on your answer sheet.

1. Which definition of communication best tells what it is, not what it does?
   a. Communication is the act of giving signals.
   b. Communication is sending, receiving, and interpreting messages.
   c. Communication is done in many ways.
   d. Communication skills influence how we get along with others.

2. Which of the following is NOT a part of the listening process?
   a. Hearing
   b. Understanding
   c. Remembering
   d. Day dreaming

3. Which of the following does not contain a non-verbal message?
   a. school play
   b. road sign
   c. tape recording
   d. T.V. show

4. Which symbol would be familiar to the most people in the United States?
   a. $
   c. 
   b.
   d. 

5. Elizabeth is a member of the concert band in her school and she wants her father to attend the performance scheduled for Wednesday night. Her father does not like to leave the house after supper as he considers that his time to relax in front of the television. Choose the approach that is most likely to gain an understanding and positive response from Elizabeth's Dad.
   a. I know you work hard during the day, Dad, but I would really be proud if you would come to our band concert Wednesday night. It starts at 7:30 and lasts only an hour.
   b. You would be proud of me, Dad, if you'd come to hear how our band sounds. Surely you can give up one night in front of the television.
   c. What a bummer. No one cares whether I play in the band or not. I don't care either when you won't come to hear us.
   d. Why don't you ever come to the music performance? You like to watch all of those people on T.V. that you don't even know better than you like to see your own daughter in the band.

II. Identify the replies to "I'd like you to go with us to visit Grandpa and Grandma" as one of the following kinds of feedback.

a. Parroting
b. Paraphrasing
c. Whole person

Place the letter of the correct answer next to the correct number on your answer sheet.

6. You're going to Grandpa and Grandma's. Do I have to go with you?

7. You'd like me to visit Grandpa and Grandma with you?

8. Do you feel Grandpa and Grandma want to see me?

9. Do I have to go with you to Grandpa and Grandma's house?

10. You'd feel better if I went with you to Grandma and Grandpa's.

III. Indicate whether these statements are facts or opinions by placing the correct letter on your answer sheet. Use an F for fact and an O for opinion.

11. ISU is the best college for John.

12. Holly is the smartest girl in our school.

13. Social studies tests are easy.

14. Jason holds the school record for the half mile in track.

15. Sally won the beauty queen contest last year.

IV. Indicate whether these statements are true or false by placing the correct letter on your answer sheet. Use a T for true and an F for false.

16. Silence is a form of communication.

17. Words are symbols.

18. Listening is just hearing words.

19. Appropriate words in a conversation can be determined by special qualities of that person.

20. Paraphrasing is not a type of feedback.

V. Introduce John to your mother. Write the conversation among these three persons illustrating correct introduction, feedback and sustained conversation. The conversation must contain at least five lines or speeches. (5 points)

VI. Write a short thank you note to your Aunt Susie who sent you a gift for Christmas. (5 points)

Key to Communication Test

1. b.
2. d.
3. c.
4. a.
5. a.
6. b.
7. a.
8. c.
9. c.
10. c.
11. O
12. O
13. O
14. F
15. F
16. T
17. T
18. F
19. T
20. F

V. Example of introduction:

Me: "Mother, I'd like you to meet John. He plays the clarinet in band."

Mother: "Hi, John. Why did you choose the clarinet as an instrument?"

John: "The band instructor said they needed clarinets."

Me: "We're going to band practice now."

John: "Nice to have met you Mrs. Jones."

Mother: "I'm glad to have met you also John."

Criteria for checking (1 pt. each)

a) correct introduction
b) added information for conversation
c) illustrates feedback
d & e) sustained conversation through five speeches

Answers cont.

VI. Example thank-you note:

Dear Aunt Susie,

Thank you for my blue sweat suit. How did you know blue was my favorite color? I will use it for track this spring.

Love,

Amy

Criteria for checking (1 pt. each)

1. names the gift
2. states what is special about it
3. correct punctuation
4. correct spelling
5. contains greeting and is signed

Introduction to Child Development

The emphasis in this child development unit will be language development of children and communication with children ages one through six. This is only one small area in the development of children but knowledge in this area can do two things: 1) enhance interaction between early adolescents and children as they encounter young children or care for them, and 2) produce another environment to practice communication skills learned earlier.

In order to acquire skills in communicating with children, it is important for the students to have an opportunity to interact with children. Although children can be brought into the classroom, a more realistic perspective of children can be obtained by having early adolescents visit children in the children's environment. This perspective can be obtained when students visit a kindergarten classroom, preschool, day care center, or all three to share and communicate with children.

RESOURCE LIST FOR CHILD DEVELOPMENT

Creative Living, p. 134-140.

Extension Pamphlets

PM-1174a	Growing Into Middle Childhood--Five to Eight-year-olds
No. 128f	Language Development and Activities by Family Daycare Exchange
PM-828b	Notes From Me to You About My Years Three, Four and Five
PM-828a	Notes From Me to You About My First Three Years
PM-846	Books For Young Children: How to Choose
PM-756	Fingerplay Book

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Introduction to Communication with Children

OBJECTIVES:

1. Recognize how certain communication skills affect interaction with children.
2. Determine knowledge needed about language development of children to foster good communication.

GENERALIZATIONS:

1. The lanuguage development of children as well as their environment will affect the types of activities children can participate in.
2. Positive interaction can only take place when verbal and non-verbal communication has shared meaning.

RESOURCES:

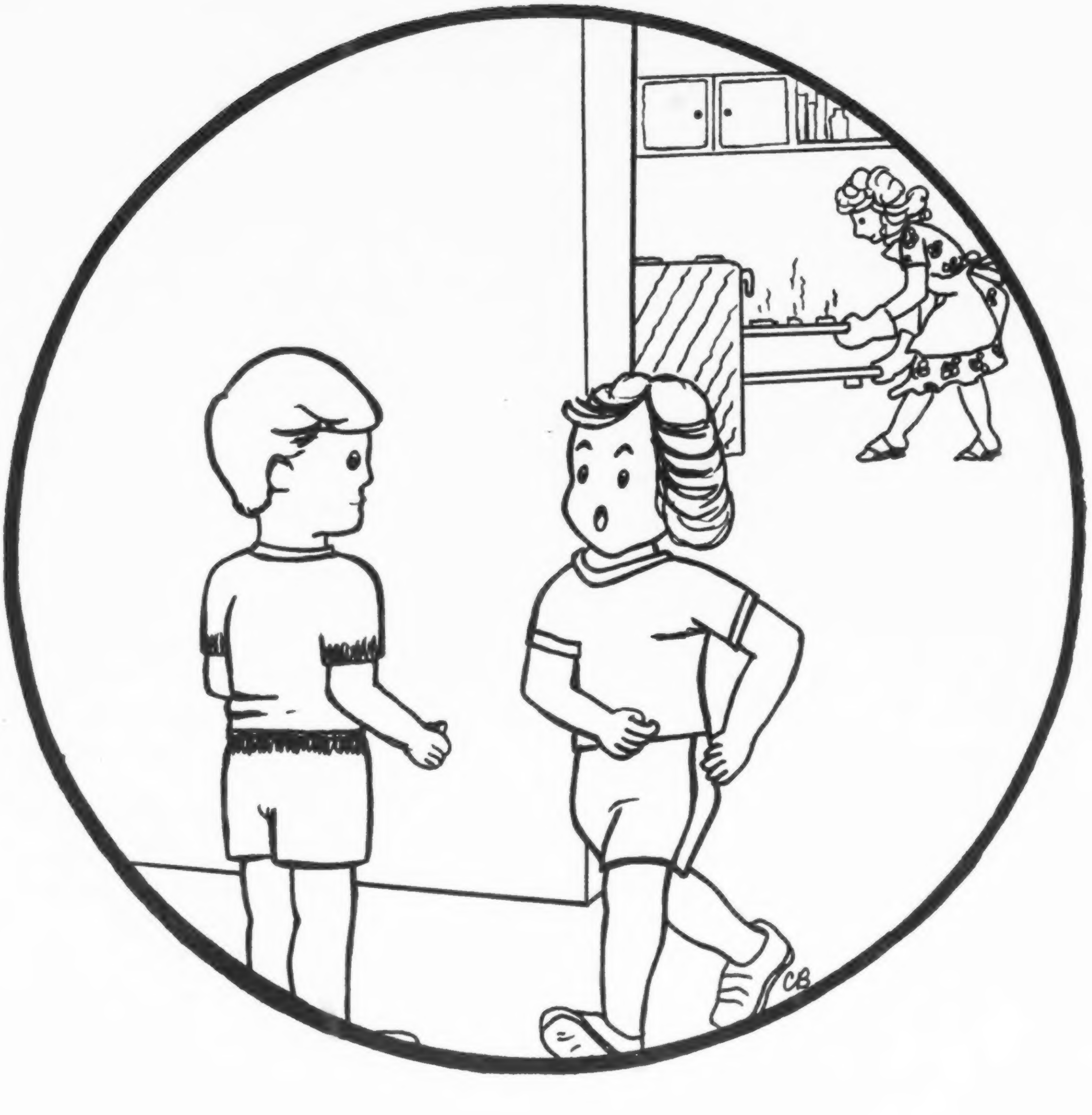
1. Transparencies: Cartoons (two)
2. Overhead projector
3. Handout: "Communication Activity with Children"
   "Language Development: Ages 1 to 6"
4. Information regarding Language Development: Age 1 to 6 for student research.

ACTIVITIES:

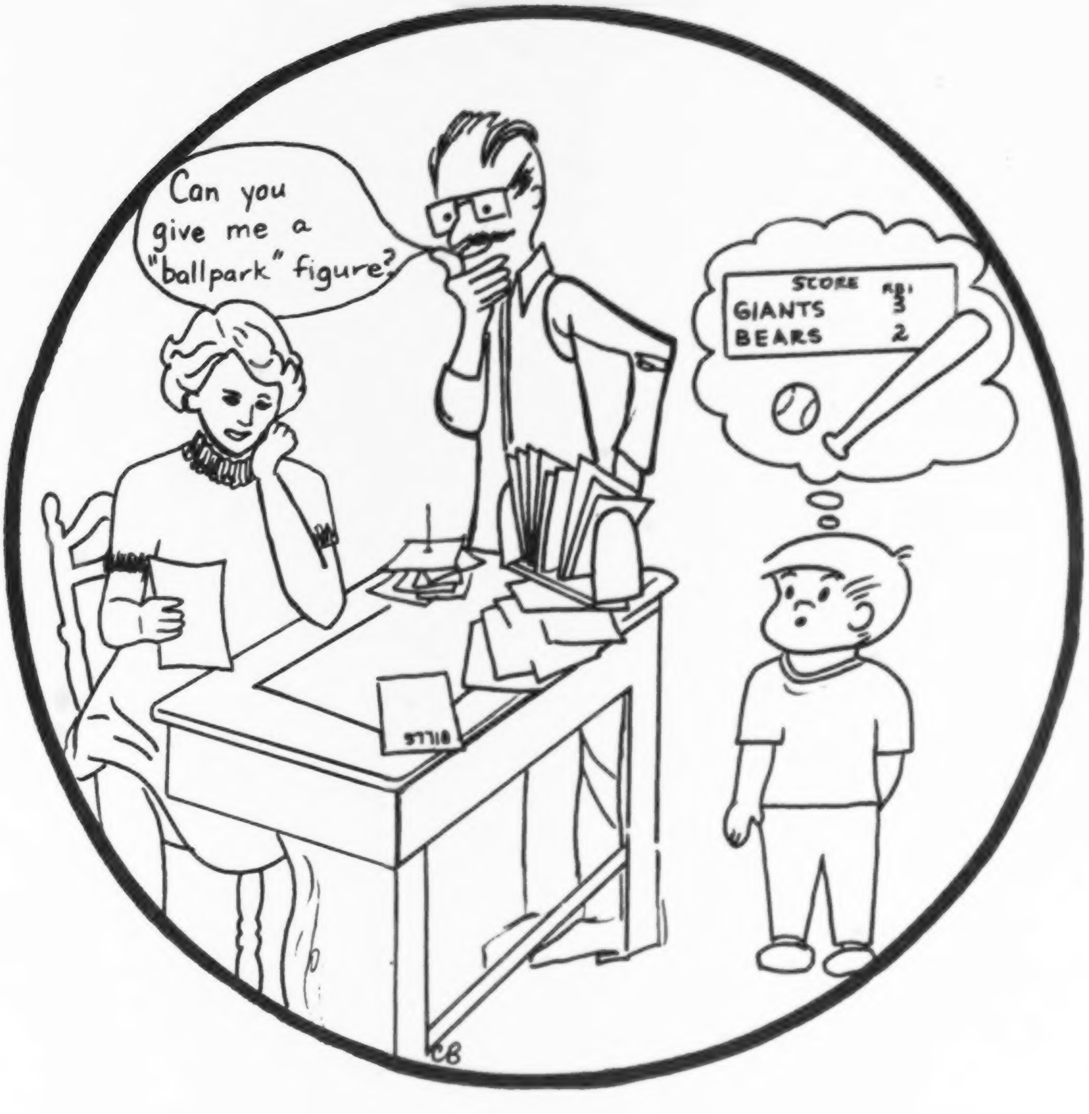
1. Establish Set
   A. Using the cartoon transparency, Mom said, "Maybe! That means 'forget it.'", review communication. Ask . . .
      1) What is the symbol being used here? ("Maybe!")
      2) Does the symbol have a shared meaning? (no)
      3) What kinds of things might have communicated the words to mean something other than "Maybe!"? (tone of voice, facial expression, child's perception of mother's behavior in the past)
      4) How is communication with children different from communicating with peers and adults? (children have a smaller vocabulary, different life experiences, different interpretations like in the cartoon, etc.)
   B. Using the cartoon transparency, "Can you give me a 'ballpark' figure?" Ask . . .
      1) What is happening here?
      2) Do adults and children share the same interpretations of "ballpark" figure?
      3) What does "ballpark" figure mean to you?
   C. What do we need to know about children and how they communicate in order to communicate effectively with them?

2. "In the next week we are going to work on communicating with children ages one to six. Our focus will be on language development within this age group since this most directly influences communication."
   A. Explain that the students will be divided into small groups (three students or so to a group). Each group wil prepare a language activity for a group of children of a particular age. These activities will be presented on ______________________ at ______________.
      1) Choices of activities.
         a) teach a finger play or action verse
         b) teach a song
         c) read a story
         d) tell a flannelboard story
         e) have a puppet show
      2. Ask . . .
         a) Are all of these activities appropriate for all children age 1 to 6? Why or why not?
         b) What might you need to know about children in order to prepare a language activity?
   B. Knowledge about language development of children age one to six can be helpful in preparing an activity appropriate for a particular age.
      1) Handout "Language Development: Age 1 to 6."
      2) Each student is to research and fill in this chart using available resources. Students will share their findings within their group in a couple of days and with the remainder of the class later on.
      3) Information found will provide a basis for developing an activity for children.
   C. Divide the class into groups and tell them what age children they will be working with. If some have to work with a group of children of various ages, discuss how that might affect the activity chosen.

3. Tomorrow we will . . . (Choose one of the following.)
   A. be visiting ______________________ to become acquainted with the children, staff and facilities where we will be sharing our activity for children later on. Record any observations of children, facilities, etc. that will be helpful in your planning.
   B. have a guest speaker from ______________________ to give us hints and ideas on selecting books, fingerplays and songs for children. Come prepared with any questions, ideas or concerns you might have.



Mom said, "Maybe!" That means 'forget it.'


Can you give me a "ballpark" figure?
SCORE RBI
GIANTS 3
BEARS 2
BILLS
CB

HOUR ____________________ Group Members ________________________

____

____

____

"Communication Activity With Children"

Directions: You are to prepare one of the following for a group of children age ________________ at ____ on ____________________________________.

Choices:

1. teach a fingerplay or action verse
2. teach a song
3. read a story
4. tell a flannelboard story
5. have a puppet show

In preparation for working with this age child, answer the following questions in relation to the age group assigned you.

1. What features would you look for in a book for this age child?

2. How do children at this age interact within a group?

3. What is the attention span you might expect at this age?

To prepare your specific activity, follow these step-by-step directions.

1. List the type of activity you plan to do.

2. Write the name of your verse, song or book you intend to share. If a verse or song, write the words here.

3. Obtain teacher approval. Signature ____________________________________

4. List the resources you need for your communication activity, e.g. book, piano, flannelboard, puppets.

5. List resources available from the center and ones you must provide.

6. List the responsibilities of each group member in preparing your activity ahead of time.

7. List the responsibilities of each group member the day you present your activiity.

NAME ______________________________

HOUR ______________________________

"Language Development: Age 1 to 6"

Directions: Using resources available: pamphlets, textbook and any other books, fill in the chart regarding language development in children and activities appropriate for the level of development.

AGE	LANGUAGE DEVELOPMENT	ACTIVITIES
1 to 2 years		
2 to 3 years		
3 to 4 years		
4 to 5 years		
5 to 6 years		

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Visiting a School or Day Care Center

OBJECTIVE:

Identify characteristics of a) the children, b) the facilities and c) the staff where they will be presenting their communication activity later.

GENERALIZATIONS:

Understanding the environment in which communication takes place and the people involved in communication can help to promote positive interaction.

RESOURCES:

An elementary school, preschool or day care center to visit.

ACTIVITIES:

1. Students will visit the school, day care center or preschool where they will later share their verbal communication activity.
   A. The purpose of the field trip is to become familiar with the children and staff where they will be presenting their activity as well as the facilities available.
   B. Students should record any observations made in regard to . . .
      1) Names and ages of children with which they will be working.
      2) Name of teacher in charge.
      3) Size of room in which they will be working.
      4) Facilities and resources available, e.g., flannelboard, piano, puppet theatre.
      5) Others

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Guest Speaker on Choosing Books for Children

OBJECTIVES:

1. Identify characteristics desired in children's books.
2. Choose a language activity appropriate for children ages one to six.

GENERALIZATIONS:

1. Matching the children's level of development with the appropriate type of communication materials can foster enjoyment for the children as well as the presenter.
2. Quality in children's books is dependent upon the illustrations, text, how arranged and durability.

RESOURCES:

1. Extension pamphlets: "Finger Plays and Action Verses for Children" (PM-756) (two or three for classroom use)
   "Books for Young Children: How to Choose" (PM-846) (one per student if possible)

   These may be ordered from the following address:

   Cooperative Extension Service
   Iowa State University
   Ames, Iowa 50011

2. Guest speaker from a children's library.

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Language Development in Children Ages One to Six

OBJECTIVES:

Describe the language development characteristics of children age one to six.

GENERALIZATIONS:

1. Communicating through language development in children age 1 to 6 progresses from crying, to sounds (e.g., babbling, cooing), to words, to simple phrases, to short sentences, to storytelling by age 6.
   - A. Children age 1 are usually capable of understanding more than they can verbalize.
   - B. As their vocabulary increases children will begin to use simple phrases.
   - C. Around age 3 children begin to distinguish between related concepts, e.g. over/under, in/out.
   - D. Children age 4 can make short sentences.
   - E. Children age 5 are capable of using speech to communicate thoughts in order to accomplish a task.

2. Each child develops at his/her own rate.

RESOURCES:

1. Overhead Projector.

2. Grease pen.

3. Transparency: "Language Development: Age 1 to 6"

ACTIVITIES:

1. Using the transparency, "Language Development: Age 1 to 6," have students help fill in the characteristics of language development for each age group. Have them take notes on their handout, filling in any information they did not find.

2. Discuss and review features students should look for in children's books, fingerplays, etc.

3. Planning an activity for children.
   - A. Handout "Communication Activity with Children." Go over with the students explaining each step.
   - B. Give students any remaining time to begin planning.

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Preparing an Activity for a Group of Children

OBJECTIVES:

Prepare an activity for a group of children applying knowledge of language development age 1 to 6.

GENERALIZATIONS:

1. In order to participate in finger plays and action verses children must be able to verbalize simple phrases.
2. Young children enjoy interesting sounds and phrases in songs, verse and stories.
3. As children become older, they enjoy more realistic stories about familiar things so they can identify with the characters.
4. Younger children enjoy stories with simple phrases and familiar pictures they can identify.
5. Older children may enjoy anticipating endings or telling their own tales.

RESOURCES:

Books, pamphlets, etc. containing children's poems, verses, songs and stories.

ACTIVITIES:

1. Review language activities appropriate for children ages 1 to 6.
2. Plan their communication activity using the handout, "Communication Activity with Children."
3. If possible have the students practice their language activity with a tape recorder so students may hear themselves.
4. Have students set and record their goal for tomorrow's activity in their diaries.

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Presenting a Communication Activity for Children

OBJECTIVES:

1. Practice communication skills with children.
2. Present a verbal communication activity to a group of children.

GENERALIZATIONS:

1. Communicating a story, a verse or a song enthusiastically can produce positive feedback.
2. Presentation of an activity gives feedback on language development of children and activities they may or may not enjoy.

ACTIVITIES:

Field trip to kindergarten, day care center or preschool. Students will interact with children through storytelling, finger plays, puppet shows and/or songs.

HOUR ______________________ Group ______________________

____

____

____

"Evaluation of Communication Activity With Children"

Answer the following questions after presenting your activity to a group of children.

1. Describe the activity you prepared.

2. What were the names (first name only) and ages of the children within your group?

3. How did the children respond to your activity? If their responses varied please describe the individual responses observed.

4. Was the activity you planned appropriate for the group? Why or why not? (Review "Language Development: Age 1 to 6" and notes about activities for children.)

5. Did all group members follow through on their responsibilities? What did each person do?

6. What did you learn as a result of this activity with children? (Name three or four ideas.)

7. Write in your diary what happened when you tried to achieve your goal for yesterday's activity.

Introduction to the Elderly

The emphasis in this unit is communicating with the elderly and eliminating many of the stereotypes and myths held regarding elderly people.

The videotape of "A Piano for Mrs. Chimino" is being used here to illustrate several things:

1) different ways people communicate with the elderly
2) how stereotypes and myths form barriers to effective communication
3) the vitality, intelligence, and love elderly have to offer

After viewing the video and dicussing factual information that questions many of the myths and stereotypes concerning the aging process, it is vital for the students to have an opportunity to interact with elderly people. It is, therefore, highly recommended that students visit the elderly in their environment, e.g., a housing development for senior citizens or have a group of senior citizens visit the classroom.

UNIT: Life Skills in Family Communication

TOPIC/CONCEPT: Basic Concepts of Aging

OBJECTIVES:

1. Identify their myths of aging.
2. Comprehend basic concepts of the aging process.

GENERALIZATIONS:

1. Aging is universal and normal.
2. Older people are vital human beings.
3. Growing old is a developmental process that begins at birth.
4. Ability to learn does not decline with age.

RESOURCES:

1. Handouts: "Aging Opinion Poll"
   "Ten Basic Concepts of Aging"
2. Chalkboard and chalk.
3. Preview video "A Piano for Mrs. Chimino" to be shown tomorrow.

ACTIVITIES:

1. Introduce the unit.
   - A. Administer the "Aging Opinion Poll."
   - B. Brainstorm on the chalkboard some characteristics of old age.
2. Handout and discuss the "Ten Basic Concepts of Aging."
   - A. How do these compare with your opinions on aging? (refer back to the "Aging Opinion Poll")
   - B. Do the characteristics of old age that we have listed on the chalkboard agree with the "Ten Basic Concepts of Aging?"
3. Introduce the video "A Piano for Mrs. Chimino."
   - A. Esther Chimino is 73 years old. Her husband Frank died suddenly within the last year while they were on a Carribean cruise. Since her husband's death, she has cut herself off from the world. She has been hospitalized and her family needs to deal with her care.

B. While watching the film, identify the following characters for further discussion.

1) Mrs. Esther Chimino
2) George Chimino--son
3) Harold Chimino--son
4) Karen Chimino--granddaughter
5) Judge Schultz
6) Mr. Edward Leach--trustee at the bank
7) Mrs. Polansky--head of the nursing home
8) Mrs. Nash--nurse at the nursing home
9) Mr. Anderson--older gentleman at the nursing home
10) Mrs. Yaeger--roommate in the nursing home
11) Mrs. Walstetter--another older woman in the home
12) Roger Desmond--FBI imposter

C. While watching the film you are to pay particular attention to the way in which people communicate with Mrs. Chimino. Tomorrow you will receive a handout on which you will record your observations on circumstances surrounding conversations with Mrs. Chimino.

AGING OPINION POLL[1]

Using A for agree and D for disagree, indicate your opinion in the blank to the left of each statement.

_____ 1. Old people are better off living with other old people.

_____ 2. Old people need rehabilitation (to be helped).

_____ 3. Rehabilitation is done best in a nursing home.

_____ 4. Sixty-five is a good age at which to retire.

_____ 5. Old people live happier lives away from the young, competitive world.

_____ 6. Old people should be kept active.

_____ 7. Old people suffer a sense of loss when their children leave home.

_____ 8. Our society encourages old people to be productive and useful.

_____ 9. Old people should stay in their own homes, if possible.

_____ 10. Old people should be discouraged from dependent relationships with service agency personnel.

_____ 11. Most older people are ready to rest and don't want to be involved in "doing things."

_____ 12. Old people cannot learn as well as young people because of deterioration of the brain associated with aging.

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TEN BASIC CONCEPTS OF AGING

The best time to learn about growing old with decency and grace is in youth, and the best place is in the every-day cultural environment. But many myths and stereotypes on aging and death are accepted without question by both young and old alike.

Jean Maxwell[1] has suggested that persons recognize ten basic concepts of aging. These are generalized statements that provide a foundation for studying the aging process:

1. Aging is universal. It is common to every population and is not just a modern-day scandal in Western civilization.
2. Aging is normal. "Growing up" is spoken of with respect; "growing old," with fear. This fear develops from the stereotyped picture of aging as a loss of facilities, beauty, energies, and memory.
3. Aging is variable. Each individual ages in a unique way. The state of a person's later life develops from a former personal life pattern.
4. Dying is normal and inevitable. It is difficult for many to accept the idea that while a full, satisfying life is being lived, death can be anticipated as a meaningful closure of life.
5. Aging and illness are not necessarily coincidental. Again the stereotype image lingers; but individuals should prepare for healthy old age through improved living habits in early and middle years.
6. Older people really represent three generations. The group known as "the aged" covers the years 65-112, representing two, and often three, generations. In no other life stage is such a wide age span lumped into one group which may include parents, grandparents and great-grandparents.
7. Older people can and do learn. The capacity to learn new things and relearn old is not necessarily diminished by old age. Learning patterns may change from youth and the speed of learning may slow down, but the ability to learn appears to be culturally determined, not restricted by years.
8. Older people can and do change. As one grows older many readjustments become necessary. Mates die, housing situations change, new activities are developed, and new friendships established.
9. Older people want to remain self-directing. "They never want to decide anything for themselves" is a common complaint concerning older people. But, such dependency is learned, usually as a direct result of loss of purpose and self-respect. To prevent this loss when an older person undergoes a change in life, his self-direction should be maintained as much as possible. Even if an individual cannot enjoy complete control, one must have a feeling of having contributed to the decision-making process.
10. Older people are vital human beings. While physical disability is often associated with mental inadequacy, it should be recognized that the need for physical help in crossing the street does not mean that the person does not know where he is going.

---

[1] Jean Maxwell, Centers for Older People (New York: The National Council on Aging, 1962.)

UNIT: Life Skills in Family Communication

TOPIC/CONTENT: Relating to an Elderly Person TWO DAYS!!!

OBJECTIVES:

1. Relate to Mrs. Chimino and her circumstances.
2. Analyze instances of communication between Mrs. Chimino and others.

GENERALIZATIONS:

1. Communication is sending and receiving messages.
2. Considering the environment and special qualities of the persons can facilitate communication.
3. If judgments (about older people) are made prior to or early in the conversation, communication may be hindered.
4. How Mrs. Chimino felt about herself and her world affected her communication skills, which then affected her life.

RESOURCES:

1. VCR and television.
2. Video: "A Piano for Mrs. Chimino"
   Video Gems
   Attention: Mr. Arny Schorr
   731 North LeBrea Avenue
   Los Angeles, California 90038
   Phone: 213/938-2385
3. Handout: "Notes on Film"

ACTIVITIES:

Show the video "A Piano for Mrs. Chimino."

NAME ______________________________

HOUR ______________________________

"NOTES ON FILM"

Conversations with Mrs. Chimino

Record notes on the circumstances and any conversation that takes place in each of these situations.

1. Mrs. Chimino and the medics.

2. Mrs. Chimino and the judge.
    a. competency hearing

    b. the second hearing

    c. the third hearing

3. Mrs. Chimino and her granddaughter.

4. Mrs. Chimino and her sons.

5. Mrs. Chimino and Barney.

6. Mrs. Chimino and Mrs. Nash.

7. Mrs. Chimino and ______________________________.

8. Mrs. Chimino and ______________________________.

UNIT: Life Skills in Family Communication

TOPIC/CONTENT: Stereotypes and Facts of Aging

OBJECTIVES:

1. Practice communication skills in a situation with Mrs. Chimino.

2. Refute common stereotypes with facts of aging.

GENERALIZATIONS:

1. Understanding the situation, knowing about the person and having a clear objective in mind helps assure the message sent is the one received.

2. Senility is a mental disorder resulting from brain damage.

3. Few older persons experience senility.

4. Anxiety and depression are often diagnosed as senility, but they are not.

5. The ability to change or adapt has little to do with a persons age.

6. Most older people are still able to function at about the same intellectual level as when they were young although it may take them longer to complete the learning task.

7. Old age can be an enjoyable time in one's life.

RESOURCES:

1. Handouts: "Stereotypes and Facts of Old Age"
   "Field Trip: Communication with Elderly"

ACTIVITIES:

1. Discuss "A Piano for Mrs. Chimino"
   A. Identify the characters in the film.
      1) Mrs. Chimino
      2) George Chimino--son appointed guardian of the estate
      3) Harold Chimino--son
      4) Karen Chimino--granddaughter
      5) Judge Schultz
      6) Mr. Edward Leach--trustee at the bank
      7) Mrs. Polansky--head of the nursing home
      8) Mrs. Nash--nurse
      9) Mr. Anderson--gentleman obsessed with his son
      10) Mrs. Yaeger--roommate at the nursing home
      11) Mrs. Walstetter--graduate from the nursing home
      12) Barney
      13) Roger Desmond--FBI imposter

B. "We know that communication is the sending and receiving of messages. Miscommunication is when the message received is different from the message sent."
   1) What are some of the messages sent by Mrs. Chimino at the beginning of the film?
   2) Were the messages she sent, the same ones received? What message was recived by her sons? the judge at her first hearing? her granddaughter Karen?
   3) What happened to Mrs. Chimino as a result of miscommunication?
   4) What messages were being sent by Mrs. Chimino as the movie progressed? Were the messages received more similar to the messages she sent? How did her life change as a result of communication?

C. Handout "Stereotypes and Facts of Old Age." Discuss with students the stereotypes many people have about aging and the facts that refute them. As you go through the handout ask students to name instances from the film that relate to these stereotypes and facts of old age.

D. Have several students role play an imaginary conversation between Mrs. Chimino and another character in the film. Stress the use of good communication skills and the facts of aging rather than stereotypes.

2. Closure

A. Assignment: Write a one page conversation between Mrs. Chimino and someone else to be turned in tomorrow. The conversation can be with the student, a character in the film or any imaginary character.

B. Prepare students for the field trip. Give them the handout, "Field Trip: Communicating with the Elderly." They will each be having a conversation with an elderly person while visiting ________________________________. Using this sheet each student will record the information they obtain or observe while there.

C. Have students set and record their personal goals for communicating with the elderly.

STEREOTYPES AND FACTS OF OLD AGE[1]

The following are seven common stereotypes about old age. Each stereotype is accompanied by factual information.

STEREOTYPES . . .	FACTS . . .
Many people believe that a person is "old" once a certain age is reached. Since retirement usually occurs between 60 and 65, we often assume that when a person reaches retirement age, s/he is "old."	Growing old includes physical, social, mental and chronological aging. Each person may age at a different rate for each of these. For example, a person who is 65 chronologically may be much younger physically, socially and mentally. Hence, "old" cannot be determined by a person's age alone.
The belief that old people are unproductive and are of little use to society is another common stereotype. We often believe that older people can make few contributions because they may no longer be employed.	Without health problems, old people tend to remain productive and actively involved in life. Involvement may include religious, recreational and family activities. Statistics show that many old people remain employed past age 65. Those that do retire often obtain part-time jobs or do volunteer work.
Another general belief is that old people disengage. Disengage means to withdraw from society or to isolate oneself. It is often assumed that older people seldom replace the friends and relatives lost through death. As a result, these individuals increasingly "keep to themselves."	Although some people do withdraw, it is considered only one of the many patterns of aging. Thus, it cannot be considered a natural part of the aging process for everyone, and it is reversible.
Many people believe that old people are inflexible and do not want change. It is often assumed that they only think of "the good old days." Hence, it is believed that old people find it difficult to adapt to the many changes that occur in our society.	The ability to change or adapt has little to do with a person's age. Rather, it has more to do with a person's lifelong character or personality. Some young people can be considered inflexible and as they age, they will probably continue to be this way. Likewise, some young people adapt to change readily. When they age, they will more than likely be the same.

A very popular stereotype is that all old people are "senile." The word senility is used very loosely. Many people assume that it means that an old person has lost some of his/her mental capacity. For example, if an old person is forgetful, we often immediately assume s/he is senile.	Senility is a mental disorder resulting from brain damage. Some older people become senile, but most do not. Some older people do suffer from anxiety and depression as do many young and middle aged people. Often this behavior is considered senility when it actually is not. Anxiety and depression can be treated.
The belief that old age is a time of the "golden years" is another common misconception. Many feel that retired older people have a lifestyle that includes ample time and money.	Old age can be an enjoyable time in one's life. This is true for many old people. However, "golden years" of old age are not always the lifestyle of aged individuals. Some older persons experience stress due to problems such as lack of enough money and feelings of uselessness. Thus, although growing old can be enjoyable and fulfilling, it may not be for all people.
A stereotype that is quite common is the belief that old people have a decline in their ability to learn. The often quoted statement that "you can't teach an old dog new tricks" has done much to continue this belief.	Experts in the field of adult learning and development have found that the ability to learn does not decline with age. Most older people are still able to function at about the same intellectual level as when they were young, although it may take them longer to complete the learning task. The factor that usually helps or hinders learning for older people is self-concept. If an older person feels positive about his/her ability to learn, then learning will most likely take place. On the other hand, negative feelings about one's learning ability will severely limit the acquisition of knowledge and skills. In addition, whether or not a person continues to be an active learner throughout life is an important factor.

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[1] Ralston, Penny. Teaching the Young About the Old: An Advocacy for Education About Aging. Illinois Teacher, Vol. 21, March/April, 216-222.

NAME ______________________________

HOUR ______________________________

FIELD TRIP
"Communication with the Elderly"

Date ____________________

Information sheet for a visit with an elderly person.

Name of the facility you visited. ______________________________

Address of this facility. ______________________________

1. Describe the facility inside and outside.

2. List the arrangement and facilities that can help any SENIOR adult function independently.

3. Name of the person you talked with most. ______________________________

4. Describe the person you talked to most.

5. What was his/her background?

6. Why did he/she decide to live there?

7. What activities is he/she involved in now?

8. Other things you talked about.

9. Were you comfortable communicating with this person? Why or why not?

(use back if necessary.)

UNIT: Life Skills in Family Communication

TOPIC/CONTENT: Practice Communicating with the Elderly

OBJECTIVE:

Communicate with an elderly person.

GENERALIZATIONS:

A review of concepts from previous lessons.

RESOURCES:

A housing facility for the elderly or have elderly visit classroom.

ACTIVITIES:

Field Trip or elderly visit classroom

A. The purpose of the field trip is to give each student an opportunity to visit with an elderly person they do not know. It is recommended you visit some type of an elderly housing project to give students this opportunity. If possible students should visit one on one with an elderly person. If not, groups should be kept at a minimum of two or three.
B. Use the handout, "Field Trip: Communication With the Elderly," as a basis for discussion of the field trip.
C. Objective questions on the elderly have been combined with ones on language development in children for a quiz to be given __________.
D. Have students record in their diaries what happened when they tried to achieve their personal goals related to communicating with the elderly.

TEST ON COMMUNICATING WITH CHILDREN AND THE ELDERLY

Directions: Read the directions carefully for each portion of the test. Record your answers on a separate sheet of paper. DO NOT WRITE ON THIS TEST!!

I. Listed below are stages of language development in children. Write the phrases on your paper in the order they would occur as a child develops in the use of language. (Questions 1-4)

Uses speech to accomplish a task
Short sentences
Crying, babbling, cooing
Sounds and words

II. Listed below are activities used to enhance language development in children. Write the activities on your paper in the order you would use them with children ages 1 to 6. (Questions 5-7)

Stories with descriptions and plot
Picture books
Simple stories with pictures

III. Write TRUE if the answer is true and write FALSE if the answer is false.

8. If judgments about older people are made prior to or early in the conversation, communication may be hindered.

9. Many older people experience senility.

10. Older people make few contributions to society because they are no longer employed.

11. Growing old is a developmental process that begins at birth.

12. Senility is a mental disorder resulting from brain damage.

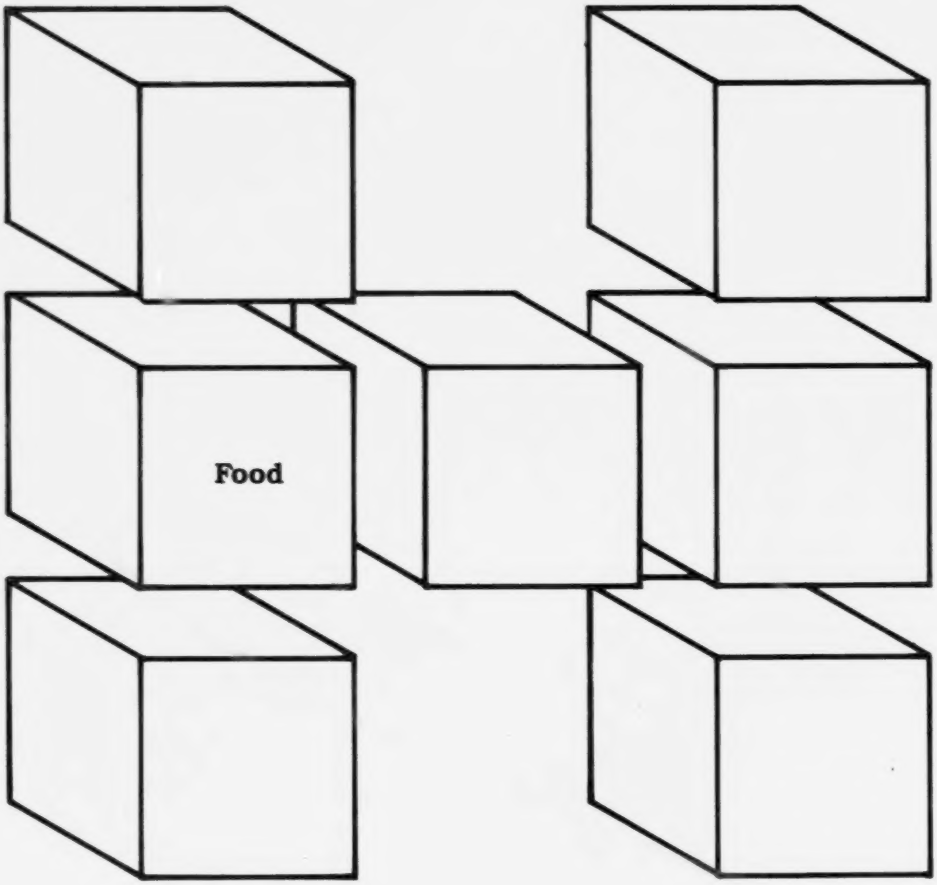
13. Older people are unable to learn new things.

14. Many older people are inflexible and do not want to change.

15. Old cannot be determined by age alone.

Key to Test on Communicating with Children and the Elderly

1. crying, babbling, cooing
2. sounds and words
3. short sentences
4. uses speech to accomplish a task
5. picture books
6. simple stories with pictures
7. stories with descriptions and plot
8. True
9. False
10. False
11. True
12. True
13. False
14. False
15. True


Food

OVERALL OBJECTIVES:

1. Use kitchen equipment when measuring ingredients and preparing food products.
2. Use safety and sanitation techniques when preparing and serving simple foods.
3. Prepare ground beef and raw vegetables in a variety of ways.
4. Choose food for "good" health.
5. Prepare a nutrient dense, attractive, "acceptable" snack.
6. Analyze their own diet as well as popular diets for nutrient content.

TOPICAL LESSON OUTLINE: **PAGE**

1. Getting to Know the Kitchen and Utensils 10
2. Safety and Sanitation 16
3. Food Groups: Raw Vegetable Preparation 24
4. Soup and Relish Preparation 28
5. Ground Beef 29
6. Pizza Pre-Lab 32
7. Pizza Preparation 41
8. Menu Planning and Tablesetting 44
9. Casserole Preparation 49
10. Serving a Casserole and Raw Vegetable Salad 50
11. Food Habits and Choices 53
12. Factors Affecting Food Choices 62
13. Major Nutrients 67
14. Energy and Energy Balance 81
15. Diet Analysis 86
16. Planning a Snack 93
17. Preparation and Evaluation of Nutritious Snacks 96
18. Food Fads, Facts and Fallacies 99

HOUR ______________________

KITCHEN GROUP ______________

NAMES ______________________

____

____

MARKET ORDER

Name of food to be prepared ____

Food Quantity Needed

HOUR ______________________

KITCHEN GROUP ______________

NAMES ______________________

____

____

MARKET ORDER

Name of food to be prepared ____

Food Quantity Needed

LAB PLAN
PART I.

Use one of the following plans, based on the number of people (3 or 4) in your kitchen group, to plan for each lab. From lab to lab, you will rotate from Person 1 to Person 2, etc. so that each person will have a turn at each position.

Kitchen Group of Four

Person 1	Person 2	Person 3	Person 4
Responsibilities:	Responsibilities:	Responsibilities:	Responsibilities:
1. Copy recipes.	1. Copy recipes.	1. Copy recipes.	1. Copy recipes.
2. Wash hands.	2. Compile grocery order.	2. Wash hands.	2. Wash hands.
3. Put on apron.	3. Wash hands.	3. Put on apron.	3. Put on apron.
4. Organize needed equipment.	4. Put on apron.	4. Organize needed equipment.	4. Responsible for center-piece.
5. Prepare main food dish.	5. Obtain and organize supplies from the supply table for your kitchen.	5. Prepare any accompanying dish or help with main dish.	5. Set the table.
6. Clean counters, tabletop and range.	6. Wash dishes during the preparation and at the end of the lab.	6. Clear table.	6. Put food in serving dishes and serve.
7. Do extra housekeeping duty.	7. Check the kitchen and obtain teacher approval at the end of the lab.	7. Collect all lab plans to be turned in to instructor for evaluation.	7. Dry the dishes when needed.
		8. Fill out lab evaluation.	

Kitchen Group of 3

Person 1	Person 2	Person 3
Responsibilities:	Responsibilities:	Responsibilities:
1. Copy recipes.	1. Copy recipes.	1. Copy recipes.
2. Wash hands.	2. Compile grocery order.	2. Wash hands.
3. Put on apron.	3. Wash hands.	3. Put on apron.
4. Organize equipment needed.	4. Put on apron.	4. Prepare any accompanying dish or help with main dish.
5. Prepare main food dish.	5. Obtain and organize supplies from the supply table.	5. Wash dishes during preparation and end of lab.
6. Put food in serving dishes and serve.	6. Bring a centerpiece.	6. Put food in serving dishes and serve.
7. Clean counters, tabletop and range.	7. Set the table.	7. Collect all lab plans and turn into instructor for evaluation.
8. Put away dishes.	8. Clear the table.	8. Fill out lab evaluation.
9. Do extra housekeeping duty.	9. Dry the dishes when needed.	
	10. Check the kitchen and obtain instructor approval at the end of the lab.	

LAB PLAN
PART II.

NAME ______________________

HOUR ______________________

KITCHEN GROUP ______________

NAME OF LAB _______________

DIRECTIONS: Each student is to fill out one of these sheets before lab day.

I. List the food(s) you are preparing.

II. Write the recipes for the food your group will actually prepare.

III. Using the food(s) you are preparing, write a menu for a lunch or dinner or breakfast.

IV. Fill in the following schedule with only your responsibilities on lab day. Use the responsibility chart for Person 1, Person 2, etc. to help you.

For this lab I am Person # ______.

My Schedule

Time	Chore or Responsibility

V. Fill in only the sections that pertain to you.

A. Draw a picture of the tablesetting. (Person 2 if there are 3 in your kitchen or Person 4 if you have 4 in your kitchen.)

B. List the food and/or supplies needed from the supply table. (Person 2)

C. List the equipment needed to prepare your recipe. (Person 1 and Person 3)

D. List the serving dishes and utensils required for serving. (Person 3 if there are 3 in your kitchen or Person 4 if you have 4 in your kitchen)

LAB PLAN
PART III.

NAMES ____________________________

____

____

____

HOUR ____________________________

KITCHEN GROUP ______________

LAB ____________________________

DIRECTIONS: Check the appropriate response for each of the following statements.

	Done Well	Needs Improvement
I. Planning		
A. All recipes were carefully copied.		
B. Supplies and equipment needed were listed.		
C. Individual work schedules were complete and jobs were listed in the order they were to be done.		
D. The planned serving time was met.		
E. Market order was completed and turned in to the instructor.		
II. Preparation		
A. Went smoothly with everyone doing their share.		
B. Safety procedures were followed.		
C. Supplies and equipment were obtained before preparation began.		
D. Measuring		
1. Proper utensils were used for measuring liquid and dry ingredients.		
2. Measurements were accurate.		

	Done Well	Needs Improvement
E. At the range 1. Wooden spoon was used for stirring.		
2. A separate spoon was used for tasting.		
3. Hot pads were used.		
4. Oven was preheated.		
5. Handles on pots and pans were turned in.		
6. Burners were turned on only with use of a pan.		
F. Tablesetting 1. Neat and attractive (centerpiece).		
2. Table was set in an discussed fashion, e.g., collect necessary items on a tray, fill water glasses from a pitcher.		
3. All accessories needed were included, e.g., butter, salt and pepper.		
G. Clearing the table 1. The table was cleared in an orderly fashion.		
2. Dishes were scraped and stacked in correct order for washing.		
3. Centerpiece was put away.		
4. Placemats or tablecloth were carefully cleaned and stored.		
H. Washing & Drying Dishes 1. Hot soapy water was used.		
2. Heavily soiled dishes were presoaked, e.g., greasy or surgary dishes in hot, eggs or cheese in cold water.		
3. Dishes were washed in proper order (glasses, silverware, china and pots and pans)		
4. Preparation dishes were washed before serving.		
5. Dishes were rinsed in hot water and placed carefully in draining rack.		
6. Dishes were dried with a clean towel.		
7. Dishes were put away in their proper place.		
8. Sink was cleaned.		
9. Drainer and mat were dried and properly stored.		
10. Counters, range top and table were clean and dry.		
11. Tea towels and washcloths were hung to dry.		
I. At the end of the day 1. Kitchen was left neat and orderly.		
2. Kitchen was checked by instructor.		

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Getting to Know the Kitchen and Utensils

OBJECTIVES:

1. Identify basic kitchen equipment and its uses.
2. Locate equipment within their kitchen.
3. Demonstrate proper measuring techniques.

GENERALIZATIONS:

1. Knowing the most appropriate utensil and its location in the kitchen can save time and energy as well as produce a more desirable product.
2. Tested recipes are based on standard measurement.
3. Standard measurements and careful procedures are more likely to produce the prescribed product.

RESOURCES:

1. Creative Living, pp. 321-326 "Kitchen Utensils"
   pp. 341-342 "Measuring"
2. Kitchen utensils
3. Utensils and ingredients to demonstrate measuring.
4. Handouts: "Lab Plan, Part 1"
   "Recipe for Chicken Velvet Soup"
   " Thingamajig and Measurements"

ACTIVITIES:

1. Have students read the following in Creative Living prior to class.
   A. "Kitchen Utensils" pp. 321-326
   B. "Measuring" pp. 341-342
2. Kitchen Utensils
   A. Write the word UTENSIL on the chalkboard and define it (a simple hand tool).
   B. Ask: "If you had no kitchen utensils, what foods could you prepare? How?"
   C. Show a common kitchen utensil (e.g., metal spatula, wooden spoon, whisk). Ask: "What could you prepare using this utensil?"

3. On a tray have the equipment used for measuring liquid and dry ingredients (e.g., nested measuring cups, measuring spoons, glass measuring cup, metal spatula and rubber scraper)
    A. Show the equipment to the class and ask:
        1) "What do we use these utensils for?"
        2) "What is the disadvantage of using a coffee cup or teaspoon for measuring?"
    B. Emphasize the importance of standard measuring utensils and accuracy for measurement.
    C. Demonstrate and review measuring techniques for the following:
        1) Flour
        2) Sifted flour
        3) Brown sugar
        4) Milk
        5) Soft shortening

4. Getting to Know the Kitchen
    A. Assign students their kitchen groups.
    B. Hand out Lab Plan, Part 1.
        1) This sheet outlines the responsibilities of each member of their group during lab.
        2) There are two plans. Follow the plan designed for the number of people in your kitchen.
        3) You will rotate from Person 1 to Person 2 etc. from lab to lab so each student will have a turn at each position.
        4) Determine Person 1, 2, 3, etc. within their groups for lab 1.
    C. Discuss how organizing one's equipment and supplies prior to cooking can prevent disaster and confusion during preparation and contribute to a satisfying, positive learning experience. Ask:
        1) "Why might we measure ingredients before we begin?"
        2) "What are the advantages of organizing the equipment and utensils before you begin?"
    D. Student exercise in lab simulation.
        1) Write the following menu on the board and hand out the recipe.

           Chicken Velvet Soup
           Relishes

        2) Explain this is the first food they will prepare in the lab.
        3) Instruct the students that they are going to "walk through" this preparation in their kitchens. Ask:
            a) "What equipment and utensils are needed to prepare this menu?"
            b) Explain that keeping only their responsibilities for this lab in mind, they are to go to the kitchen and locate the equipment they will need. Organize the equipment the way they would on lab day.
            c) Instructor will check equipment and organization.
            d) Return all equipment to its proper place.

5. Closure
    A. Use generalizations to summarize.
    B. Assignments due tomorrow.
        1) "That Thingamajig and Measurements" worksheet.
        2) Read in Creative Living, pp. 315-321, "Safety and Sanitation."

Chicken Velvet Soup

Serves: 4

Ingredients:

6 T butter
1/3 c. flour
1/2 c. milk
1/2 c. light cream
3 c. chicken broth
1 c. finely chopped cooked chicken

Directions:

Melt butter in a saucepan.
Blend in flour.
Add milk, cream and broth.
Cook and stir until mixture thickens and comes to a boil.
Stir in chicken and a dash of pepper.
Heat again just to boiling.
Serve immediately.

Chicken Velvet Soup

Serves: 4

Ingredients:

6 T butter
1/3 c. flour
1/2 c. milk
1/2 c. light cream
3 c. chicken broth
1 c. finely chopped cooked chicken

Directions:

Melt butter in a saucepan.
Blend in flour.
Add milk, cream and broth.
Cook and stir until mixture thickens and comes to a boil.
Stir in chicken and a dash of pepper.
Heat again just to boiling.
Serve immediately.

NAME ______________________________

HOUR ______________________________

"That Thingamajig and Measurements"

A. Below are pictures of kitchen equipment. Below each picture write its correct name.

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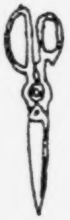

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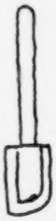

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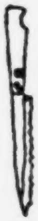

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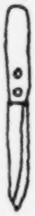

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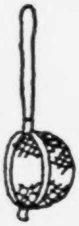

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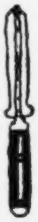

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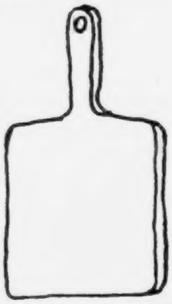

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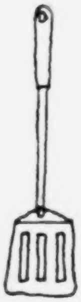

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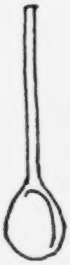

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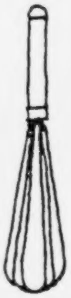

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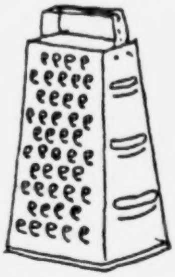

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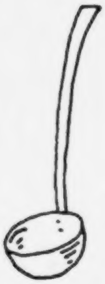

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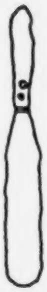

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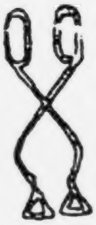

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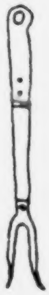

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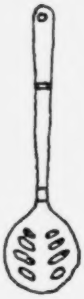

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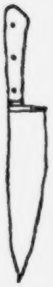

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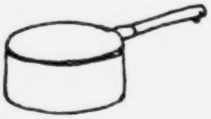

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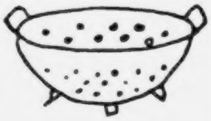

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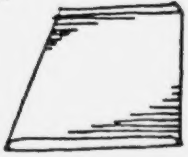

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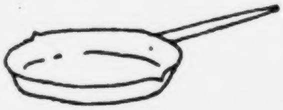

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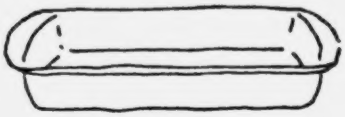

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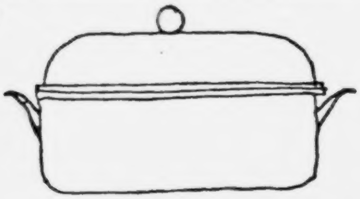

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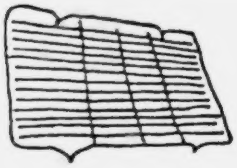

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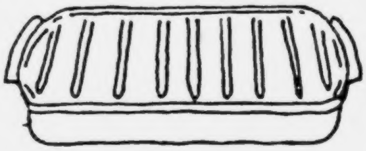


B. Fill in the following equivalents in measuring.

26. 1 tbsp. (T) = __________ tsp. (t)

27. 1 cup = __________ tbsp. (T)

28. 1/2 cup = __________ tbsp. (T)

29. 1/4 cup = __________ tbsp. (T)

30. 1/8 cup = __________ tbsp. (T)

31. (T) tbsp. = ____________________

32. (t) tsp. = ____________________

33. c = ____________________

C. Double and divide the ingredients below.

Double		Divide
	2 1/4 c. flour	
	3/4 c. granulated sugar	
	3 tsp. baking powder	
	1 tsp. salt	
	3/4 c. brown sugar	
	1/2 c. salad oil	
	3/4 c. cold water	
	2 tsp. vanilla	
	1/2 tsp. cream of tartar	
	1 c. finely chopped walnuts	

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Safety and Sanitation

OBJECTIVES:

1. Demonstrate safety in the kitchen.
2. Use proper sanitation and storage techniques.

GENERALIZATIONS:

1. Safety means following careful work habits to avoid accidents.
2. Sanitation involves keeping yourself, the kitchen and the food clean, and preparing and storing food properly.
3. Food borne illness can be a result of improperly handled food.

RESOURCES:

1. Creative Living: pp. 315-320 "Safety and Sanitation"
2. Key to homework assignment: "Thingamajig and Measurements"
3. Two copies of the script "Senseless Sal."
4. Handout: "Safety First"

ACTIVITIES:

1. Review kitchen utensils and measurements using the homework assignment, "Thingamajig and Measurements."
2. Introduction to Safety and Sanitation
   A. Explain that today we are discussing safety and sanitation in the kitchen.
   B. Ask 2 students to play act the script of "Senseless Sal." Instruct the students to listen for and record what Senseless Sal and Dill did that was unsafe.
   C. Discuss what they found.
3. Discuss safety emphasizing the content outlined below. Students may add to this.
   A. Safety means following careful work habits to avoid accidents.
   B. Burns
      1) Always use a pot holder when handling metal pots, pans and tools.
      2) Never touch electric burners.
      3) Turn on burners when you are ready to put on the pan. Turn off burners after cooking.
      4) Turn pan handles to the center of the range when cooking.

        5) Steam--tilt the lids of pots away from you when lifting them to prevent a burn from steam.
        6) Hot foods should be handled with care to prevent burns.
        7) Hot grease is especially dangerous and may cause a fire. To put out a grease fire use baking soda.
        8) Some cleaning products can cause chemical burns. Keep these covered and in their proper places.
    C. Cuts
        1) Handle knives with care.
        2) Cut against a cutting board rather than against your thumb or in mid air.
        3) Cut away from your body.
        4) A sharp knife is less dangerous than a dull one.
        5) Open cans with care and discard the lid and can properly.
        6) Do not place sharp knives in the dishwater.
    D. Electrical Shock
        1) Keep electrical appliances away from water and plug them in with dry hands.
        2) Do not use appliances with frayed cords.
        3) Follow instructions carefully.
        4) Disconnect electrical appliances by pulling or handling the plug, not the cord.

4. Discuss sanitation emphasizing the content outlined below. Students may add.
    A. Sanitation involves keeping oneself, the kitchen and the food clean, and storing and cooking food properly.
    B. Food-borne illness can occur with improperly handled food.
    C. Bacteria can grow in food until the food becomes poisonous, causing diarrhea, stomach cramps, fever or more serious health effects.
        1) Solmonella: usually from raw chicken and eggs.
        2) Botulism: usually occurs in canned foods.
    D. Preventing food-borne illness.
        1) Good personal habits.
            a) Wash hands well before and after using the bathroom.
            b) Keep hair out of food.
            c) Use a separate spoon for tasting; not the stirring spoon.
            d) Do not sneeze or cough on food.
            e) Wash fruits and vegetables.
            f) Wash tops of cans before opening.
            g) Wash all dishes in hot soapy water--glasses first, then silverware, china and pots & pans.
            h) Rinse dishes in warm water.
        2) Temperature related to sanitation
            a) Heat--High temperatures will kill most bacteria in food. Once food is cooked, keep it hot until its eaten. Cover and refrigerate leftovers promptly.
            b) Cold--Low temperatures retard bacterial growth in food, this is why refrigerators are 40° F or lower. Some foods can be refrigerated safely for a limited

time, others have a longer "safe" period in the refrigerator. Freezing stops bacterial growth. So frozen foods are "safe" until they are thawed. Handle thawed foods quickly and properly.

5. Closure
    A. Summarize using generalizations.
    B. Assignments due tomorrow.
        1) "Safety First" worksheet
        2) Creative Living:
            pp. 274-279 "Which Foods Have Which Nutrients"
            pp. 304-306 "Selecting and Storing Fruits and Vegetables"

Answers to "Thingamajig"

A.
1. kitchen shears
2. rubber scraper
3. serated knife
4. paring knife
5. strainer
6. peeler
7. cutting board
8. pancake turner
9. wooden spoon
10. whisk
11. grater
12. soup ladle
13. metal spatula
14. tongs
15. two tine fork
16. slotted spoon
17. Chef's knife
18. saucepan
19. colander
20. cookie sheet
21. fry pan
22. baking pan
23. dutch oven
24. cooling rack
25. roasting pan

B.
26. 3
27. 16
28. 8
29. 4
30. 2
31. tablespoon
32. teaspoon
33. cup

C. 4½ c.

1½ c.

6 tsp. or 2 tbsp.

2 tsp.

1½ c.

1 c.

1½ c.

4 tsp. or 1 tbsp. and 1 tsp.

1 tsp.

2 c.

1 c. and 2 tbsp.

1/4 c. and 2 tbsp.

1½ tsp.

1/2 tsp.

1/4 c. and 2 tbsp.

1/4 c.

1/4 c. and 2 tbsp.

1 tsp.

1/4 tsp.

1/2 c.

SENSELESS SAL

This is a story about Senseless Sal and her daughter, Dill. Sal and Dill do many things which are unhealthy. Listen to see if you can spot them.

[Senseless Sal is in the kitchen, daughter Dill is in the backyard.]

Sal: Dill, Dill, stop playing with that dog and come in for lunch.

Dill: What are we having? Oh! Tuna salad, we had that last night for supper. I put the leftovers away before I went to bed.

Sal: Wash your hands before you eat.

Dill: Do I have to?

Sal: I suppose not, a few germs never killed anyone!

Dill: What will we have for supper tonight?

Sal: I think we'll have fried chicken. If I take it out of the freezer now and put it on the counter, it will be thawed out by the time I want to fix it. I need to go to the store this afternoon.

Dill: Can I go with you? You said we could shop for a new dress.

Sal: We'll go to the grocery store first and then to the department store.

Dill: Should I put this mayonnaise away?

Sal: Just put it on the counter and let's get going. I'll put it in the refrigerator after awhile.

[Senseless Sal and Dill enter the supermarket.]

Sal: Now, let me see, I need milk, fresh pork, and frozen vegetables. I'll get those first and then go through the store and get anything else I need.

[As they push the carts through the aisles . . .]

Dill: Look at this funny can of mushrooms, the two ends look like they are pushed out.

Sal: Just put it back on the shelf and let's go check out. It's a warm day and the department store is air-conditioned. We can take time out there.

[After two hours of shopping, Sal and Dill return home.]

Sal: I'll get that chicken started before I put these groceries away.

Dill: After you start the chicken, can we make some cookies?

Sal: Sure, you get out the ingredients. Did you wash off the counter?

Dill: No.

Sal: Oh, never mind, it looks clean.

Dill: Is this cracked egg okay to use?

Sal: We'll use it. Can you finish the lunch dishes while I start the cookies?

Dill: The water is cold.

Sal: That's okay, if it's got plenty of soap in it. Just wipe out that bowl that the chicken was in. I need to mix the cookie dough.

Dill: I want to eat the dough that is left in the bowl.

Sal: Okay! There, now the cookies are baking and I can get those groceries put away. I don't have a covered dish to put this pork in so I'll just put it on a plate in the fridge.

Dill: What else will we have for supper?

Sal: I guess we'll have a quart of those home canned green beans Grandma put up last summer. We better eat this one first, the lid seems to be leaking.

Dill: The cookies are done.

Sal: Good, soon your father, Hopeless Hal, will be home. He went to the doctor. He's suffering from stomach-aches and he had diarrhea again.

Taken from: Vocational Home Economics Unit, State Board for Community Colleges and Occupational Education (1984). Colorado Prevocational Home Economics Basic Skills For Quality Living. Denver, Colorado.

NAME ____________________

HOUR ____________________

SAFETY FIRST!

The kitchen can be a great place for creating your favorite foods, but those utensils and appliances that make your work fun and fast can cause problems if not used properly. Everything done in the kitchen needs to be done with safety in mind. Remember SAFETY FIRST!

Below are some situations that could happen in the kitchen. React to these situations described below.

1. Ron was fixing lunch for himself and two friends. After he got done he noticed that his cuffs were stained with catsup, his shirt had grease spots on it and his pants were splashed with food. Ron had to go change his clothes. What could he have done to keep his clothes clean?

2. Long-haired Brenda was fixing lunch for her family. As she leaned over the range her hair caught on fire. How could she prevent this from happening again?

3. Dick was cleaning up the kitchen after fixing a snack. He put the food scraps down the food disposal. As he turned it on, it clunked, banged and growled. Dick quickly turned it off and dug a spoon, can label, and a piece of string out of the disposal. Give some rules for using the garbage disposal.

4. Donna was in a hurry to fix herself lunch. She had placed a saucepan filled with soup on the front burner of the range with the handle toward the front. She brushed past the stove on her way to the cupboard and spilled soup all over. How could Donna have prevented the spill?

5. Bill's pot holder slipped as he reached in the oven to pull out the cookies. He burned his finger on the oven rack. What could he do for the burn?

How could he take things in and out of the oven safely?

6. Joyce was cooking a big pot of chili for an "after the game" party. When she lifted the lid off the pot, she burned her face with the steam. What could she have done to prevent the steam burn?

Adapted from: Vocational Home Economics Unit, State Board For Community Colleges and Occupational Education (1984). Colorado Prevocational Home Economics Basic Skills For Quality Living. Denver, Colorado.

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Food Groups: Raw Vegetable Preparation

OBJECTIVES:

1. List a food group guide and give examples of foods in each group.
2. Identify foods in the fruit and vegetable group.
3. List steps involved in choosing and preparing fresh vegetables.
4. Explain proper and safe procedures for using vegetable peeler, knife and cutting board.

GENERALIZATIONS:

1. A balanced daily diet contains foods that furnish essential nutrients to the body.
2. Choosing fruits and vegetables, either fresh, frozen, canned or dried, will depend on how you plan to use them.
3. Method of preparation can affect the nutritional value of fruits and vegetables.

RESOURCES:

1. Choose one of the following to introduce the Basic Food Groups
   A. Models of food
   B. Real food
   C. Pictures of food groups
2. Canned, frozen and fresh forms of a particular vegetable (e.g., green beans, carrots).
3. Fresh seasonal vegetables for demonstration and sampling.
4. Prepared dip.
5. Handout: "Chicken Velvet Soup Lab Plan"

ACTIVITIES:

1. Review safety and sanitation using homework assignment "Safety First."
2. Introduction to the food groups.
   A. Display pictures of food or use models of real food.
   B. Ask students to group related foods together. Group the foods as suggested.

C. Nutritionists have grouped foods into basic groups.
    1) Fruits and vegetables
    2) Breads and cereals
    3) Milk and milk products
    4) Meat, fish, poultry, eggs

D. Do any rearranging necessary to represent the basic food groups.

E. Ask. . . "Why do you think nutritionists group foods in this way?" (Foods are grouped according to nutrients they share so that people can choose balanced diets more easily.)

F. "How can a vegetarian meet these nutritional needs?" (Use meat substitutes, e.g., nuts, dried beans, peas, lentils.)

3. Different forms of foods available.

A. Beside selecting foods from the different food groups, one can also choose different forms of the same food.

B. Display canned, frozen and fresh green beans.
    1) Name some of the uses for each.
    2) Ask . . . "When would you choose one form over another?"
    3) "What are some advantages and disadvantages of each one?"
    4) "Why do some people prefer fresh vegetables?"

C. POINT OUT processing, e.g., canning, can destroy some of the nutrients and change fiber. Be careful not to overcook.

4. Teacher Demonstration

A. Prepare fresh vegetables for a vegetable tray to be served with dip. Seasonal vegetables may include:
    1) carrots
    2) celery
    3) green pepper
    4) cauliflower
    5) broccoli
    6) green onions
    7) kohlrabi
    8) mushrooms
    9) radishes
    10) summer squash

B. Prepare dip and some of each vegetable prior to class. Demonstrate cleaning and preparation on one of each vegetable during class.

C. During demo, ask/discuss:
    1) Tools used for preparing fresh vegetables.
    2) How to choose vegetables that are fresh.
    3) How do fruits/vegetables vary from season to season? (Iowa?)
    4) Proper handling and storage of vegetables from purchase to eating.
    5) Contrast of color, flavor, texture of vegetables on tray.
    6) Safe use of knives, cutting boards and peelers.
    7) Food groups represented in dips.
    8) Occasions when you might make and serve vegetables and dip.
    9) Why do some people not like certain vegetables? (the way they're prepared, they haven't tried them, etc.)

D. Have students sample vegetables and dip.

E. Discuss:
   1) Supermarkets offer three times as many fresh produce items as they did 10 years ago. Why do you think that is?
   2) Americans each eat 100 pounds of fresh vegetables per year. What vegetables (fresh) do you eat?

5. Introduce tomorrow's lab.
   A. Menu

      Chicken Velvet Soup
      Relishes

   B. Handout completed Lab Plan, part 2.
   C. Go over the responsibilities of each person in the lab.

Chili Bean Dip

Makes 1 1/3 cups. About 15 calories per tablespoon.

16 oz. can kidney beans, drained
1 tbsp. vinegar
2 tbsp. water
3/4 tsp. chili powder
1/8 tsp. gr. cumin
2 tsp. minced onion
2 tsp. chopped parsley

Place beans, vinegar, water, chili powder and cumin in blender container; blend until smooth. Pour into a bowl and add onion and parsley. Serve with raw vegetables.

From: Fit It All Together, Food and Fitness Choices For You. National 4-H Council, Chevy Chase, MD.

Tuna Dip

1 7-oz. can tuna
4 oz. cream cheese, softened
1/4 teaspoon dill
1/2 teaspoon celery salt

Put the tuna in a bowl. Add the cream cheese and blend together using a hand mixer. Sprinkle the dill and celery salt on the mixture and mix well. Spoon into a serving bowl and serve with vegetable dippers.

(From Creative Living)

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Soup and Relish Preparation

OBJECTIVES:

Work as a team to prepare foods, serve, and cleanup.

GENERALIZATIONS:

Review of generalizations in previous lessons.

RESOURCES:

1. Ingredients and equipment to prepare chicken velvet soup and relishes.

2. Handout: "Chicken Velvet Soup Lab Plan" to use in preparation
   "Lab Plan, Part 3"

ACTIVITIES:

1. Introduction: Briefly review individual responsibilities and kitchen practices. Answer any questions.

2. Groups prepare soup and relish, serve and cleanup. In a 45 minute period allow 20-25 minutes for preparation and serving, 10 minutes for eating and 10-15 minutes for clean-up.

3. Begin on evaluation as time allows.

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Ground Beef

OBJECTIVES:

1. Identify jobs done well and those that need improvement in planning and preparing in the laboratory.
2. Identify nutrients supplied by ground beef.
3. Describe the lean-to-fat ratio of ground beef.
4. Use the lean-to-fat ratio in selecting ground beef for a particular use.
5. List the recommended length for safe storage of ground beef in the refrigerator and freezer.

GENERALIZATIONS:

1. Preparing food with other students and serving the group involves knowledge of preparation techniques, appropriate equipment, and cooperation among members.
2. Beef is nutrient-rich: high in protein, iron and other important minerals.
3. The lean-to-fat ratio describes the percentage of fat to meat and can be used in selecting ground meat for a particular use. Recommendations for use by the Iowa Beef Council are: 70% for browning, 75% for meatloaf and casseroles, and 85% for low-calorie recipes.
4. Ground beef can be safely kept in the refrigerator for one to two days and in the freezer for two to three months if wrapped properly.

RESOURCES:

1. Three one pound packages of ground beef of different lean-to-fat ratios (e.g., 70%, 75% and 80% lean).
2. Equipment needed to brown meat and measure drippings.
    A. 3 fry pans with lids
    B. 3 pancake turners
    C. 3 liquid measuring cups (glass not plastic)

3. Pamphlet (one per student)
"And The Winner Is . . . Ground Beef"

Available from:

Iowa Beef Industry Council
123 Airport Road
P. O. Box 451
Ames, Iowa 50010
Phone: (515) 232-0428

ACTIVITIES:

1. Hand out Lab Plan, Part III, Evaluation
    A. Ask each kitchen group to finish evaluating their lab.
    B. Discuss as a group, Lab Plan, Part III.
    C. Yesterday's lab was a lesson in cooperation among kitchen members, location and use of utensils, safety and sanitation. For this reason much of the planning was done for you.
    D. In future labs you will be responsible for copying your recipes, filling out a market order, lab plan and be evaluated on your performance as Person 1, 2, etc.

2. Ground Beef
    A. Introduce the lesson on ground beef by showing 3 one pound packages of ground beef of different lean-to-fat ratios, e.g., 70%, 75%, and 85% lean. Ask . . . "What is this?"
    B. Did you know that ground beef is nutrient rich; high in protein, iron and other important minerals?
    C. What is the difference between these 3 packages:
        1) Lean-to-fat ratio.
            a) 70%
            b) 75%
            c) 85%
        2) What lean-to-fat ratio does your family purchase?
    D. Besides being high in nutrients, ground beef is usually an economical buy and generally accepted by a number of individuals.

3. Students demonstrate the browning of ground beef.*
    A. Give 3 students equal amounts of ground beef of different lean-to-fat ratios. Do not tell them what they have.
    B. Discuss the browning of ground beef. Have the students brown the ground beef and measure the drippings.
    C. Compare the amount of drippings from each. What ratio of ground beef do you think each student had?
    D. When might you use each of these lean-to-fat ratios?
        1) 70%--browning
        2) 75%--meatloaf and other casseroles
        3) 85%--low-calorie recipe

*Note to teacher: Ground beef from these demonstrations may be kept and used in the next lab, which is preparation of pizza. Students will have an opportunity to brown ground beef again for casseroles.

4. Hand out "And The Winner Is . . . Ground Beef"
    A. Discuss the storage of ground beef with students.
    B. Review and highlight other information regarding nutrients, etc.

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Pizza Pre-Lab

OBJECTIVES:

1. Recognize that there are many "variations on a theme" in preparing food.
2. Describe the effect of preparation techniques on the nutritive value of vegetables.
3. Determine nutrient contribution of pizza to the diet.

GENERALIZATIONS:

1. Using different vegetable toppings or cheeses with different crusts will make new and different variations of one basic dish, e.g., pizza.
2. Slicing, chopping and mincing of vegetables creates edible portions, shortens the cooking time and exposes more food surfaces which may alter the nutrient content.
3. The nutrient density of pizza is dependent on the kind and amount of ingredients per serving.

RESOURCES:

1. Creative Living, pp. 342-343.
2. Equipment and food to demonstrate the preparation of vegetables for pizza.
3. Grater and cheese to demonstrate grating of cheese.
4. Handouts: "Pizza Recipes"
   "Market Orders"
   "Lab Plan, Part 2"
5. A "Pizza Evaluation" sheet to discuss criteria for judging pizza.

ACTIVITIES:

1. Introduction
   A. Bread has often been called "the staff of life." Does anyone know why?
   B. Many cultures base popular dishes on bread-like food. Can you name some?
      1) Chinese--egg roll skin or wrappers
      2) Mexicano--tortilla
      3) French--crepe
      4) Italiano--tortilla
      5) Russianso--pieroghi (yeast-like dough)

C. Pizza can be considered a variation of the open-faced sandwich. What are some of the variations on a pizza you've had?

2. Pizza ingredients
   A. "In our next lab, we are going to make variations on the pizza."
   B. What are some of the bread type products that could be used for pizza crust?
      1) English muffin
      2) Canned biscuits
      3) Frozen bread dough
      4) Packaged mix
      5) French bread
      6) Tortilla
   C. Once you have decided on the base or crust for your pizza, what do you think is the next step? (pizza sauce)
   D. Pizza sauce can be purchased or made using tomato sauce and Italian seasoning. For our lab we will use the following:
      1-8oz. can tomato sauce
      3/4 teaspoon Italian seasoning
      Mix together well.
   E. We have now established a base for our pizza. What other kinds of ingredients might be included?
      1) Ground meat
      2) Vegetables
      3) Cheese
   F. Vegetables
      1) What vegetables are usually used on pizza?
         a) Onions
         b) Mushrooms
         c) Peppers
         d) Sauerkraut
         e) Lettuce
         f) Tomato
      2) "Why are carrots, cauliflower and radishes not usually used? Could they be? Why or why not? How would we decide? Would some of you like to try?" Note to teacher: These vegetables are eaten raw and stir fried and could be used on pizza.
      3) Demonstrate the preparation of vegetables for pizza.
         a) Slice, chop, mince (Creative Living, pp. 342-343)
         b) Why do we prepare them this way?
            (1) Smaller pieces are easier to chew
            (2) Smaller pieces cook faster
         c) What disadvantages are there to cutting the vegetables small? (Greater exposure of the surface area can result in nutrient loss.)
      4) "Some vegetables need to be sauteed before baking on the pizza? Why?"
         a) Mushrooms and onions
         b) Require a longer cooking time than pizza
         c) "What do we mean by saute?" (cook in a small amount of fat)

    5) "Are all vegetables placed on the pizza prior to baking? Which ones might not?"
        a) Lettuce
        b) Tomato

G. Cheeses
    1) Many different kinds of cheese can be used on pizza. Name some.
        a) Mozarella
        b) Cheddar
        c) Muenster
        d) American
        e) Others
    2) Demonstrate the grating of cheese to the class.

3. Nutritive value of pizza
    A. What basic food groups can be included in pizza?
    B. Considering the amounts of the ingredients in pizza, can all ingredients be counted as one serving?
    C. What might you serve with pizza for a balanced meal?

4. Planning the Pizza Lab
    A. Determine which crusts each kitchen will use and the quantity needed.
        1) English muffins--3 split
        2) Canned biscuits--1 can
        3) Frozen bread dough--1 loaf
        4) Packaged crust mix--1 box
        5) Flour tortillas--4
        6) French bread--1/2 of a loaf (split lengthwise)
    B. Explain that all kitchens will use the following recipe for pizza sauce. (Write it on the chalkboard.)

Pizza Sauce
1-8 oz. can of tomato sauce
3/4 teaspoon Italian seasoning
Mix together well.

    C. Students choose from ingredients below:
        1) 1/2 lb. ground beef
        2) 1 c. shredded cheese of their choice
        3) Any 2 of the following vegetables
            1/2 c. mushrooms
            1/2 c. onions
            1/2 c. green peppers
            1/2 c. lettuce
            1/2 c. tomato
            1/2 c. chopped celery
            1/2 c. grated carrots
    D. Ask students to develop their recipe for teacher approval.
    E. All students copy their recipe.
    F. Kitchens fill out a lab plan and market order to be turned in before the end of class.
    G. Discuss criteria for evaluating finished pizza product.

My Pizza-Crust-Mix Pizza

1 package pizza crust mix Serves 4
1 8-oz. can tomato sauce
3/4 teaspoon Italian seasoning
_____ ____________________
_____ ____________________
_____ ____________________
1 cup ____________cheese, grated

Directions:

1. Preheat oven.
2. Make pizza crust according to package directions.
3. Lightly oil the cookie sheet. Coat your fingers with oil. Put the dough on the cookie sheet.
4. Spread dough with your fingers into a 10-inch circle. Pinch up the edges to make a ridge.
5. Prepare the pizza sauce by thoroughly mixing the tomato sauce and Italian seasoning.
6. Spread the sauce over the crust.
7. Sprinkle with the prepared ground meat and/or vegetables of your choice.
8. Top with grated cheese.
9. Bake for 20 minutes or until the crust is golden and the cheese is bubbly.

MY BREAD DOUGH PIZZA

1 LOAF FROZEN BREAD DOUGH SERVES 4
1 8-OZ. CAN TOMATO SAUCE
3/4 TEASPOON ITALIAN SEASONING
_____ ____________________
_____ ____________________
_____ ____________________
1 CUP _______________CHEESE, GRATED

DIRECTIONS:

1. LEAVE ONE LOAF OF FROZEN BREAD DOUGH AT ROOM TEMPERATURE FOR TWO HOURS. WHEN IT'S THAWED, PREHEAT THE OVEN TO 450°.
2. LIGHTLY OIL A COOKIE SHEET AND COAT YOUR FINGERS WITH OIL. PLACE THE DOUGH ON THE SHEET.
3. STRETCH THE DOUGH INTO A 10 OR 12 INCH CIRCLE. MAKE A RIDGE AROUND THE EDGE.
4. PREPARE THE PIZZA SAUCE BY THOROUGHLY MIXING THE TOMATO SAUCE AND ITALIAN SEASONING.
5. SPREAD THE SAUCE OVER THE CRUST.
6. SPRINKLE WITH THE PREPARED GROUND MEAT AND/OR VEGETABLES OF YOUR CHOICE.
7. TOP WITH GRATED CHEESE.
8. BAKE FOR 15 MINUTES OR UNTIL GOLDEN AND BUBBLY.

MY REFRIGERATOR BISCUIT PIZZA

1 12-OZ. CAN FLAKY REFRIGERATOR BISCUITS (10 BISCUITS)
1 8-OZ. CAN TOMATO SAUCE SERVES 4
3/4 TEASPOON ITALIAN SEASONING
_____ ____________________
_____ ____________________
_____ ____________________
1 CUP _______________CHEESE, GRATED

DIRECTIONS:

1. PREHEAT OVEN TO 400°.
2. PAT EACH BISCUIT BETWEEN HANDS INTO A 4-INCH CIRCLE AND PLACE ON GREASED COOKIE SHEETS.
3. PREPARE PIZZA SAUCE BY THOROUGHLY MIXING THE TOMATO SAUCE AND ITALIAN SEASONING.
4. SPOON THE SAUCE ONTO THE BISCUITS.
5. SPRINKLE WITH THE PREPARED GROUND MEAT AND/OR VEGETABLES OF YOUR CHOICE.
6. TOP WITH GRATED CHEESE.
7. BAKE FOR 10-12 MINUTES OR UNTIL CRUST IS LIGHTLY BROWNED.

MY ENGLISH MUFFIN PIZZA

4 ENGLISH MUFFINS SERVES 4
1 8-OZ. CAN TOMATO SAUCE
3/4 TEASPOON ITALIAN SEASONING
_____ ______________________
_____ ______________________
_____ ______________________
1 CUP ________________CHEESE, GRATED

DIRECTIONS:

1. RAISE THE TOP OVEN RACK TO THE HIGHEST POSITION.
2. PREHEAT THE OVEN.
3. USE A FORK TO SPLIT THE MUFFINS IN HALF. TOAST EACH HALF IN THE TOASTER OR IN A 425° OVEN.
4. PLACE MUFFIN HALVES ON A COOKIE SHEET.
5. PREPARE THE PIZZA SAUCE BY THOROUGHLY MIXING THE TOMATO SAUCE AND ITALIAN SEASONING.
6. SPOON THE SAUCE ONTO THE MUFFIN HALVES.
7. SPRINKLE WITH THE PREPARED GROUND MEAT AND/OR VEGETABLES OF YOUR CHOICE.
8. TOP WITH GRATED CHEESE.
9. PLACE YOUR COOKIE SHEET OF PIZZAS ON THE TOP OVEN RACK AND BROIL FOR APPROXIMATELY 4 MINUTES. WATCH CLOSELY!!

MY TORTILLA PIZZA

4 LARGE OR 6 SMALL FLOUR TORTILLAS SERVES 4
1 8-OZ. CAN TOMATO SAUCE
3/4 TEASPOON ITALIAN SEASONING
_____ ______________________
_____ ______________________
_____ ______________________
1 CUP ________________CHEESE, GRATED

DIRECTIONS:

1. RAISE THE TOP OVEN RACK TO THE HIGHEST POSITION.
2. PREHEAT OVEN TO 400°.
3. PLACE TORTILLAS ON A GREASED COOKIE SHEET AND LIGHTLY TOAST IN THE OVEN. (APPROXIMATELY 3-4 MINUTES)
4. PREPARE PIZZA SAUCE BY THOROUGHLY MIXING THE TOMATO SAUCE AND ITALIAN SEASONING.
5. SPREAD A THIN LAYER OF SAUCE ON THE TORTILLA.
6. SPRINKLE WITH PREPARED GROUND MEAT AND/OR VEGETABLES OF YOUR CHOICE.
7. TOP WITH GRATED CHEESE.
8. PLACE YOUR COOKIE SHEET OF PIZZAS ON THE TOP OVEN RACK AND BROIL FOR APPROXIMATELY 3-4 MINUTES. WATCH CLOSELY!!

MY FRENCH BREAD PIZZA

1/2 LOAF OF FRENCH BREAD SPLIT LENGTHWISE
1 8-OZ. CAN TOMATO SAUCE
3/4 TEASPOON ITALIAN SEASONING
_____ ______________________
_____ ______________________
_____ ______________________
1 CUP _______________CHEESE, GRATED

SERVES 4

DIRECTIONS:

1. RAISE THE TOP OVEN RACK TO THE HIGHEST POSITION.
2. PREHEAT THE OVEN TO 400°.
3. SPLIT THE LOAF OF FRENCH BREAD IN HALF LENGTHWISE. WRAP ONE HALF FOR STORAGE.
4. PLACE THE BREAD ON A COOKIE SHEET. LIGHTLY TOAST IN THE OVEN.
5. PREPARE THE PIZZA SAUCE BY THOROUGHLY MIXING THE TOMATO SAUCE AND ITALIAN SEASONING.
6. SPREAD THE SAUCE OVER THE FRENCH BREAD.
7. SPRINKLE WITH PREPARED GROUND MEAT AND/OR VEGETABLES OF YOUR CHOICE.
8. TOP WITH GRATED CHEESE.
9. PLACE YOUR COOKIE SHEET WITH PIZZA ON THE TOP OVEN RACK AND BROIL FOR APPROXIMATELY 5 MINUTES. WATCH CLOSELY!!

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Pizza Preparation

OBJECTIVES:

1. Prepare one type of pizza.
2. Cut pizzas and serve using buffet style tablesetting.
3. Evaluate preparation techniques and finished product.

GENERALIZATIONS:

1. Practice of a skill, e.g., slicing, cutting, grating makes one more confident in that skill.
2. A pizza cutter, a sharp knife or cutting utensil can be used to make attractive, appropriate serving sizes of pizza.
3. The more attractively food is displayed on a serve-yourself-buffet, the more likely it will entice persons to try it.
4. Acceptance of food combinations or preparations not tried before, requires a willingness to sample.
5. A standard pizza product usually supports the filling, is easy to cut and chew, has an even distribution of ingredients and an even blend of flavors.

RESOURCES:

1. Ingredients and equipment to prepare pizza.
2. Student completed lab plans to use in preparation.
3. Handouts: "Lab Plan, Part 3"
   "Pizza Evaluation"

ACTIVITIES:

1. Prepare pizza.
2. Evaluate pizzas using "Pizza Evaluation" sheet.*
3. Set a buffet.
4. Eat.

5. Clean-up.

6. Evaluate lab procedures using "Lab Plan, Part 3."

*NOTE TO TEACHER: Recommendation is that the pizza be evaluated on appearance, by the group who prepared it, prior to cutting and setting on the buffet.

NAMES ______________________

____

____

____

HOUR ______________________

RECIPE ______________________

"Pizza Evaluation"

Directions: Describe your pizza product and rate it on each of the following criterion.
1 = Poor 2 = Fair 3 = Good

Standard Product	Our Product	Rating
Crust Appearance--Supports filling and is not soggy. Tenderness--Easy to cut or chew. Flavor--Slightly bland.		
Filling Appearance--Even mix of ingredients. Evenly distributed over surface. Not greasy from meat or cheese fat. Uniformly melted cheese. Tenderness--Crisp yet tender vegetables. Easy to cut or chew. Flavor--Even blend of ingredient flavors. (No strong tomato or spice aftertaste.)		

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Menu Planning and Tablesetting

OBJECTIVES:

1. Set an attractive table for serving a specific menu, e.g., casserole and raw vegetable salad.
2. Plan an attractive acceptable menu including casserole and raw vegetable salad.
3. Evaluate menus according to elements of good meal planning. (optional)

GENERALIZATIONS:

1. Any food, whether an impromptu snack or a family meal, can be more enjoyable to eat if served at an attractive table with the appropriate tableware.
2. Setting an attractive table involves choosing a coordinated color scheme for tableware, placing utensils in order of use, observing common customs for table settings.
3. Considering color, flavor, shape, texture, temperature plus food groups can make a menu plan more acceptable. (optional)

RESOURCES:

1. Utensils and tableware to demonstrate tablesetting.
2. Cookbooks to look in for their casserole and salad recipes. (Sample recipes included.)
3. Handouts: "Market Order"
   "Lab Plan, Part 2"
4. Extra Credit Assignment: "What's Wrong With This Menu?"

ACTIVITIES:

1. Discuss the evaluation of yesterday's pizza lab.
2. Tablesetting
   A. Whether a snack, family dinner or meal for guests, eating is more enjoyable when served in an attractive manner with the appropriate tableware.
   B. "In our next lab we will be preparing and serving a meal. To help make this special, we are going to use various table settings."
   C. Ask . . . "What makes for an attractive table?"
      1) Tablecloth or placemats
      2) Centerpiece
      3) Correct and uniform placement of tableware
      4) Students may add

D. Demonstrate tablesetting.
   1) Placement of utensils. Ask . . .
      a) "Is there only one way to place utensils and tableware when setting the table?" (No)
      b) "How do we decide where to place tableware and utensils?" (generally follow the practice of our culture or socioeconomic status)
      c) "If there are many ways to set the table why do we use a standard as a guide in setting the table?"
         (1) People are more comfortable when the placement of utensils is familiar and their use known.
         (2) Consistency in placement of tableware from placesetting to placesetting makes for a more attractive table.
   2) Discuss . . .
      a) Coordination of color and design
      b) Appropriate centerpiece
   3) Determine the most efficient means of organizing dishes prior to setting the table based on layout of your kitchens.

3. Menu planning
   A. Write the following menu on the board.

      Macaroni and cheese
      Corn
      Bananas
      Milk

   B. Ask . . .
      1) Does this represent a balanced diet?
      2) Are all food groups represented?
      3) Does this menu appeal to you? Why? Why not?
   C. Emphasize in menu planning, the following needs to be considered.
      1) Food groups
      2) Variety of flavors
      3) Variety of colors
      4) Variety of shapes
      5) Variety of textures
      6) Variety of temperatures
   D. How can we rewrite this menu to be more attractive and acceptable?

4. We are going to plan a simple meal featuring a ground beef casserole and vegetable side dish.
   A. Choose casserole and salad recipes.
      1) Casserole features
         a) Ground beef
         b) Green or yellow vegetable
         c) Serves 2-3 persons (usually 1/2 recipe) and bakes 25 minutes or less. An alternative would be to ask a group member to put the casserole in the oven before class.
      2) Salad
         a) Tossed green vegetables
         b) Ready prepared dressing

    3) Obtain teacher approval
B. Make market order; plan for any preparation to be done in lab tomorrow.

5. Assignment: "What's Wrong With This Menu?"

Zucchini Beef Bake

1 onion, chopped
1 green pepper, chopped
1 clove garlic, crushed
8 oz. can tomato sauce
6 oz. can tomato paste
1/2 c. chopped pitted ripe olives
salt & pepper
2 T. oil
1 lb. ground beef
5 med. zucchini, cut into 1/2" slices
1 lb. 13 oz. can tomatoes
1/8 t. oregano
1 c. grated cheddar cheese

Heat oil in skillet, add onion and green pepper and saute 5 minutes. Add beef and garlic; brown meat over low heat stirring occasionally. Add zucchini; cook 2 minutes. Stir in tomato sauce, tomato paste and tomatoes. Simmer 10 minutes. Remove from heat and stir in olives and oregano. Add salt and pepper to taste. Put mixture into 2½ qt. greased casserole dish and sprinkle with cheese. Bake at 350°F for 45 minutes. Serves 6 to 8.

Green Bean-Burger Bake

4 slices bacon, diced
1 lb. ground beef
1 c. fine bread crumbs
1 t. salt
1 c. dairy sour cream
1 egg
2 (10 oz.) pkg. frozen green beans
1 (1½ oz.) pkg. onion soup mix
1 c. condensed cream of mushroom soup

Cook bacon in skillet; remove and drain. Combine ground beef, bread crumbs, salt, 1/2 c. sour cream and egg. Shape into 12 meat balls; brown in bacon drippings. Cook green beans as directed on the package, but do not season. Combine onion soup mix, mushroom soup and remaining sour cream in 2 qt. casserole. Mix in bacon and drained beans. Top with meat balls. Bake, covered in 350°F for 20 minutes. Makes 6 servings.

WHAT'S WRONG WITH THIS MENU?

NAME ______________________

HOUR ______________________

Study each menu plan and answer questions on the right. On a separate sheet of paper, suggest possible changes in these menus.	List the Food groups Represented and Number of Servings.	Describe the Colors.	Describe the Shapes.	Describe the Textures.	List the Hot and Cold Foods.
1. Meat Loaf Stewed Tomatoes Mashed Acorn Squash Warm Cornbread Hot Chocolate Baked Apple					
2. Turkey Sandwich on White Bread Potato Salad Milk Banana					
3. Wiener on a Bun Baked Beans with Bacon Deviled Eggs Milk Vanilla Ice Cream					
4. Meatballs in Spaghetti Sauce Sliced Tomatoes with French Dressing Bran Muffin Milk Chocolate Cupcake					
5. Chili Garlic Bread Buttered Carrots Milk Butterscotch Pudding					
6. Soft-Shell Tacos Sliced Oranges Fresh Green Onions Milk Apple Crepes					
7. Macaroni and Cheese Celery Sticks Saltine Crackers Milk					

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Casserole Preparation

OBJECTIVES:

1. Prepare casserole for baking and storage.
2. Plan for table setting and salad preparation.

GENERALIZATIONS:

1. Casserole dishes can be attractive and appetizing if they have evenly blended ingredients including seasonings.
2. A variety of dishes in one meal can compliment each other in texture, flavor and color.
3. Attractive service of food involves some rules of table setting as well as convenience and table manners.

RESOURCES:

1. Ingredients and equipment to prepare casseroles.
2. Student completed lab plans to use in preparation.

ACTIVITIES:

1. Prepare a ground beef casserole to be baked tomorrow.
2. Plan and practice table service and setting. Set one place setting complete with tableware for teacher approval.
3. Complete lab plans for serving day.
4. Discuss "What's Wrong With This Menu?" Have students make corrections on their sheet during discussion.

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Serving a Casserole and Raw Vegetable Salad

OBJECTIVES:

1. Bake a casserole.
2. Prepare a raw vegetable salad.
3. Set and serve a meal using appropriate tableware and etiquette.

GENERALIZATIONS:

1. A casserole with evenly cooked and blended ingredients and an even blend of all flavor components is more likely to be a standard product.
2. Raw vegetables in salad, in edible portions, free of dirt and insects, with attractive colors are more likely to produce a standard product.
3. A table with utensils placed for easy use and attractive tableware can set the mood for the food being prepared.
4. The person who sets the table can demonstrate his/her respect for guests, peers or family by the care he/she takes in preparation for serving food at the table.

RESOURCES:

1. Casseroles prepared in pre-lab.
2. Ingredients for raw vegetable salads.
3. Kitchens for preparation.
4. Student completed lab plans to use in preparation.
5. Handouts: "Lab Plan, Part 3"
   "Casserole Evaluation"
   "Raw Vegetable Salad Evaluation"

ACTIVITIES:

1. Complete preparation of meal and serve according to plan.
2. Evaluate Products
   A. "Casserole Evaluation" sheet.
   B. "Raw Vegetable Salad Evaluation" sheet.
3. Clean up.
4. Evaluate procedures in the lab using "Lab Plan, Part 3."

NAMES ________________________

____

____

____

HOUR ________________________

RECIPE ________________________

"Casserole Evaluation"

Directions: Describe your casserole and rate it on each of the following criterion.
1 = Poor 2 = Fair 3 = Good

Standard Product	Our Product	Rating
Appearance Attractive (looks good, appetizing) Evenly blended ingredients Uniformly cooked (Ex: evenly browned, attractive color)		
Texture Vegetables are tender, not mushy. Uniform mixture of all ingredients (Evenly distributed, e.g., layered or stirred)		
Flavor Even blend of all food flavors. Evenly seasoned, e.g., not all in one spot.		

NAMES ______________________

____

____

____

HOUR ______________________

RECIPE ______________________

"Raw Vegetable Salad Evaluation"

Directions: Describe your salad and rate it on each of the following criterion.
1 = Poor 2 = Fair 3 = Good

Standard	Our Salad	Rating
Clean and free of dirt, insects, or inedible portions (leaves, stems, bruised areas).		
Drained of excess water.		
Attractive in color and cut to a size or shape appropriate to the product being prepared.		
Dressing enhances the flavor of the vegetables (used in correct proportion).		

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Food Habits and Choices

OBJECTIVES:

Determine what they eat and when they eat.

GENERALIZATIONS:

1. Knowledge about what and when you eat provides a beginning for developing and maintaining food habits for good health.

2. Food habits are developed early and play an important role in our lives.

RESOURCES:

1. Handouts: "Food Preparation Test"
   "My Food Habits"
   "Why I Eat What I Do"
   "Coding My Diet"

2. Class set of "Food Catalogs" from the computer program, MECC Nutrition Volume 2, 1982 (Computer Program). Minnesota Educational Computing Consortium, 2520 Broadway Drive, St. Paul, MN 55113.

ACTIVITIES:

1. Discuss evaluation of yesterday's lab.

2. Administer the test on food preparation.

3. Introduction to food habits and choices.
   - A. Have students fill out "My Food Habits."
   - B. Explain that these will be used in class tomorrow in a discussion of why we eat what and when we do.

4. Assignments:
   - A. Read in Creative Living, pp. 260-266 "Food and You"
   - B. Worksheet "Why I Eat What I Do"
   - C. Keep a record or recall what you have eaten for one day.
     - 1) Be specific and complete.
     - 2) Estimate quantities as best you can.
     - 3) Code the foods using the "Food Catalog" from the computer program.

Food Preparation Test

Directions: Read the directions for each part carefully and answer on a separate sheet of paper. **DO NOT MARK ON THIS TEST!!**

I. Divide the ingredients in the following recipe in half. Write the correct measurement next to the number of your answer sheet corresponding with the ingredient.

1. 1/4 c. flour
2. 3 T. butter
3. 1 t. salt
4. 3½ c. milk
5. 1/2 t. pepper

II. Copy the names of the following dishes and utensils onto your answer sheet in the best order for dishwashing beginning with the item washed first, second, and so on to the last (questions 6-9).

silverware
pots and pans
glasses
plates, bowls

III. Indicate if the following statements are true (T) or false (F) by placing the appropriate letter next to the number of the statement.

10. A person is more likely to cut him/herself with a sharp knife than with a dull one.
11. Ground beef is usually added to a casserole without pre-cooking.
12. Saute is to cook in a small amount of water.
13. Raw vegetables are more edible if spot, dirt and insect free.
14. Sanitation involves keeping yourself, the kitchen and food clean.
15. When opening a boiling pot, tip the lid away from you.

V. Choose the best answer for each question and place the letter next to the number of the question on your answer sheet.

16. Which ending is NOT a reason why some pizza bases or crusts need to be toasted before adding sauce?

    a) enhance the flavor
    b) shorten the baking time of pizza
    c) keep it from absorbing sauce
    d) make it more nutritious

17 Which is not a desirable characteristic of a raw vegetable served as a relish?

    a) room temperature
    b) easy to handle
    c) crisp, hard texture
    d) bright clear color

18. Vegetables such as onions are cooked before adding to pizza topping because they

    a) taste better that way
    b) take longer to cook
    c) change color easily
    d) need to be browned

19. Casserole ingredients are often layered to assure

    a) equal amounts of color
    b) even baking time
    c) even distribution of ingredients
    d) browning at the top

20. Use of correct utensils for a job means

    a) a short cut in doing the job
    b) all equipment will be used
    c) unsafe practices are eliminated
    d) the job is more easily done

IV. The following menu has been planned for your dinner. Evaluate it by writing five qualities to look for in a menu. After each quality you've listed, describe strengths and weaknesses of this menu on each of the qualities (questions 21-25, worth 2 points each).

Macaroni and Cheese
Carrot Sticks
Chocolate Cupcake
Milk

VI. Extra Credit

Name five safety rules or sanitary practices Sensible Sal should use in the kitchen.

Key To Food Preparation Test

1. 2 T. flour
2. 1½ T. butter
3. 1/2 t. salt
4. 1 3/4 c. milk
5. 1/4 t. pepper
6. glasses
7. silverware
8. plates, bowls
9. pots and pans
10. F
11. F
12. F
13. T
14. T
15. T
16. d.
17. a.
18. b.
19. c.
20. d.

21.-25. Choose from the following:

Shape--carrot sticks long and narrow, macaroni & cheese is piece size, cake is round.

Texture--hard (carrot sticks), soft (macaroni and cheese)

Color--yellow, orange, brown, no green

Food Groups--1 fruit and vegetable; 2 milk products; 1 bread and cereal; none from the meat group

Flavor--mild cheese, distinct carrot, rich cake flavor

Temperature--Hot = macaroni and cheese
Cold = carrot sticks, cake and milk

NAME ______________________

HOUR ______________________

"My Food Habits"

Directions: Answer the following questions regarding your eating habits.

1. Did you eat before you left home this morning?

2. If you had something to eat before you left home this morning, what did you eat? (Be specific and complete.)

3. If you didn't eat this morning, what was the reason?

4. Do you like to eat in the morning? Why or why not?

5. What are your plans for eating lunch today? (sack lunch, go home, cafeteria, etc.)

6. What will you have for lunch today?

7. Do you eat lunch regularly? Why or why not?

8. Do you like to snack? Why or why not?

9. How often do you snack and at what times of the day?

10. When you snack, are you alone or with someone? Whom?

11. What are your favorite snack foods?

12. Does your family eat the evening meal together?

13. Do you have a set time for your evening meal?

14. What types of food might you have for your evening meal?

NAME ______________________________

HOUR ______________________________

"Why I Eat What I Do"

Directions: Respond to each of the statements below by lising **at least five** foods for each.

1. Favorite foods when I am with friends.

2. Favorite foods for holidays.

3. Favorite foods you enjoy preparing and sharing.

4. Favorite foods when you are sad.

5. Favorite foods you eat because they are "good for you."

6. Favorite foods eaten away from home.

7. Favorite foods of your family.

NAME __________________________

HOUR __________________________

"Coding My Diet"

Directions: Fill out the following worksheet in preparation for analyzing your diet on the computer. Obtain code numbers from the Food Catalog accompanying computer program.

FOOD	CODE NUMBER	AMT. (LABEL UNITS)

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Factors Affecting Food Choices

OBJECTIVES:

1. List the factors which influence acceptance or non-acceptance of new foods.
2. Explain why and when they eat what they do.
3. Recognize that regular eating habits and nutrient dense foods can be related to good health.

GENERALIZATIONS:

1. Changing food habits requires a willingness and a commitment to do so.
2. Food habits are influenced by environmental factors, e.g., advertising, peers, occasions.
3. Nutrient dense foods eaten at regular times may help you feel healthy.

RESOURCES:

1. Creative Living, pp. 260-266.
2. Sandwiches prepared from the attached recipes for students to sample.
3. "Factors Affecting Food Choices" (discussion guides)
4. Class set of "Food Catalogs" from MECC Nutrition Volume 2, 1982 (Computer Program). Minnesota Educational Computing Consortium, 2520 Broadway Drive, St. Paul, MN 55113.

ACTIVITIES:

1. Discuss assignment, "Why I Eat What I Do." Use the guidelines listed below.

   FAVORITE FOODS WHEN WITH FRIENDS--(are these popular foods; easy to fix; is it highly advertised? Is it nutritious?)

   FAVORITE FOODS FOR HOLIDAYS--(does it have important meaning to family? does it represent tradition, security, family caring? does it represent a particular ethnic background?)

   FAVORITE FOODS YOU ENJOY PREPARING & SHARING--(may show cooking skills or lack of them, or never having the chance to prepare foods. Illustrate socialization skills of preparing food for family and friends.)

FOODS YOU EAT WHEN SAD--(are these foods you ate when younger to make you feel better or are they foods you eat as a kind of binge? or both? Or do you cut down on food when you are sad?)

FOODS YOU EAT BECAUSE THEY'RE "GOOD FOR YOU"--(awareness of nutrition and personal body awareness. Students may express a desire to improve diet.)

FAVORITE FOODS EATEN AWAY FROM HOME--(are these fast foods? Are they portable foods that can be taken along on outdoor activities?)

FAVORITE FOODS OF FAMILY--(ethnic heritage? represent cultural factors--e.g., family background, region family lives in or parents heritage?)

2. Have several sandwiches prepared before class and cut into small servings.
   A. Ask for volunteers to taste the food.
   B. Discuss
      1) Why were the volunteers willing to try the new food?
      2) Why were the others less willing?
      3) What factors influence our decision to try something new?
         a) Peer pressure
         b) Appearance
         c) Smell

3. Discussion of "Factors Affecting Food Choices"
   A. Divide the class into five groups.
   B. Give each group one section of "Factors Affecting Food Choices" discussion guide.
   C. Have students discuss within their groups using the discussion guide to help them.
   D. Have each group report their ideas to the class.

4. Ask . . . "With many foods to choose from and many factors affecting our choices, how can we be sure we are eating what is 'right' for us?"
   A. "What do we mean by good eating habits?" (Creative Living, p. 266)
   B. "What is good nutrition?" (Creative Living, p. 266)
   C. "What is meant by nutrient density?" (Creative Living, p. 279)

5. Explain that tomorrow we will discuss some of the major nutrients and how we can be sure we are getting enough of these.

6. Assignments:
   A. Creative Living, pp. 267-273 "Eating and Nutrition"
   B. Continue to code your daily diet using the "Food Catalog."

Factors Affecting Food Choices
(Discussion Guide)

Divide students into groups and assign them topics. Give each group the section of this guide dealing with their topic.

1. PHYSIOLOGICAL factors.

    A. Hunger
        1) Physical desire for food
        2) How do you know when you are hungry?
        3) How often do you eat?

    B. Appetite
        1) A psychological need for food
        2) Smells?
        3) Appetizing pictures of foods?

    C. Emotion
        1) Do you eat more than usual when upset or tense?
        2) Do you offer or eat food for celebration? (e.g., birthday, holiday, party)

2. PERSONAL TASTE

    A. Senses of smell and taste
        1) When you smell a food does it influence whether or not you want to taste it?
        2) What are some examples of foods you won't taste based on smell?

    B. Think of foods you find acceptable that others do not
        1) What foods do you like that a friend does not like?
        2) Is there a food you like now that you haven't always liked?

3. FAMILY AND ETHNIC BACKGROUND

    A. Discuss cultural factors and regional differences.

    B. Family eating habits influence your food choices.
        1) What foods does your family like to eat?
        2) What foods are special to your family as a tradition? Do these reflect family background?

    C. How might living in a different part of the country (e.g., Texas, East coast, Chicago, Alabama, California) affect what you eat?

4. ADVERTISING

   A. Advertising tries to make foods appealing.
      1) Think of some food ads for soft drinks, candy, cereal.
      2) Find some examples of ads in magazines to show the class. How have the advertisers made the foods appealing?

   B. What do these ads show?
      1) People having fun
      2) Being with people
      3) Popularity
      4) Name others

   C. What is the ad trying to tell us?

   D. How does advertising affect what we eat?

5. PEER PRESSURE

   A. Do you eat certain foods with your friends that you don't ordinarily eat at home?

   B. Do you and your friends stop somewhere after school for a snack? What do you eat?

   C. What are some popular and unpopular food choices in the cafeteria at lunch?

   D. How do you think friends and other kids your age influence food choices in each other?

Cheese-Cabbage Sandwiches

2 slices Muenster cheese
1/2 cup chopped cabbage
1 tablespoon finely chopped onion
1 tablespoon salad dressing or mayonnaise
1/2 teaspoon prepared mustard
4 slices bread--rye or pumpernickel

Stir together cabbage, onion, salad dressing, and mustard. Top 2 bread slices with cheese, and divide cabbage mixture between other 2 bread slices, spread evenly. Put together bread slice with cheese and bread with cabbage filling to make sandwich. Makes 2 sandwiches.

Peanut Butter--Vegetable Sandwich

1/4 cup smooth peanut butter
1/4 cup bean sprouts
2 tablespoons chopped celery
2 tablespoons raisins
4 slices bread

Mix together all ingredients except bread. Spread half of mixture on each of 2 bread slices. Top with remaining bread. Makes 2 sandwiches.

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Major Nutrients

OBJECTIVES:

1. Explain what each of the nutrients does for the body.
2. List major food sources of nutrients.
3. Explain the meaning of Recommended Dietary Allowances (RDA).

GENERALIZATIONS:

1. All of the nutrients have specific and important functions in health, maintenance and repair of the body.
   A. Meat, fish and poultry provide protein needed to build and repair body tissues.
   B. Carbohydrates provide ready energy and fiber, and are abundant in grains, fruits, and vegetables.
   C. Stored energy comes from fats and can be found in most foods except fruits and vegetables.
   D. Yellow and green leafy vegetables provide vitamin A which is essential for good vision.
   E. B vitamins are found in enriched and whole grain cereals and help the body use other nutrients.
   F. Citrus fruits are a rich source of vitamin C which help in building cells and keeping tissues healthy.

2. Recommended Dietary Allowances suggest the amounts of nutrients people need daily to stay healthy.

RESOURCES:

1. Creative Living, pp. 267-273 "Eating and Nutrition"
2. Transparencies: "Vitamin C Equivalents"
   Set of transparencies outlining information on the major nutrients.
3. Overhead projector
4. Handouts: "Major Nutrients"

ACTIVITIES:

1. Introduction
   A. Ask the students what human beings have in common with the Indian fruit fly.
      1) Neither can store vitamin C.
      2) We need vitamin C daily, but how much?

- B. Explain that nutrition professionals have set standards or guidelines to assist us in meeting our nutritional needs.
    - 1) These guidelines are Recommended Dietary Allowances or RDA.
    - 2) These are minimum standards or guidelines to follow.
- C. RDA for vitamin C is 50 milligrams or .05 grams.
    - 1) Demonstrate .05 grams by
        - a) weighing .05 grams of salt on a balance beam or
        - b) show a few grains of salt
    - 2) "This doesn't look like much but let's take a look at how much you would have to eat of certain foods to obtain the RDA for vitamin C." (Show transparency "Vitamin C Equivalents.") Ask . . .
        - a) Suppose a person dislikes fruits but likes vegetables. How many servings of potatoes or lettuce would be needed daily to meet the RDA for vitamin C?
        - b) Mexicans eat citrus fruits infrequently but use peppers and tomatoes daily. Can they meet their vitamin C needs this way?
        - c) If I wanted to drink apple juice instead of orange juice for breakfast, how much would I need to drink to meet the RDA for vitamin C?

2. Lecture on the major nutrients.
    - A. Distribute the handout "Major Nutrients" to take notes.
    - B. Use the transparencies outlining the nutrients for lecturing.

"VITAMIN C EQUIVALENTS"

RECOMMENDED DIETARY ALLOWANCE = 50 MG PER DAY

FOOD	MG OF VIT. C IN SERVING	SIZE OF SERVING NEEDED TO OBTAIN RDA
ORANGE JUICE	2 OZ. PROVIDE 30 MG.	4 OZ. ORANGE JUICE
ORANGE	1 MEDIUM PROVIDES 66 MG.	1 MEDIUM ORANGE
TOMATOES	1 MEDIUM PROVIDES 28 MG.	2 MEDIUM TOMATOES
PEPPERS	1 MEDIUM PROVIDES 94 MG.	1/2 OF A MEDIUM PEPPER
POTATOES	1 MEDIUM PROVIDES 31 MG.	2 MEDIUM POTATOES
LETTUCE	1/4 HEAD PROVIDES 5 MG.	2 1/2 HEADS OF LETTUCE
BANANA	1 MEDIUM PROVIDES 12 MG.	4 1/2 MEDIUM BANANAS
TOMATO JUICE	6 OZ. PROVIDES 29 MG.	10 OZ. OF TOMATO JUICE

SOURCE: CREATIVE LIVING, "TABLE OF FOOD VALUES"

NAME ______________________

"Major Nutrients"

	USE	FOOD SOURCE
PROTEIN		
CARBOHYDRATES COMPLEX SUGAR FIBER		
FATS		
VITAMIN A		
VITAMIN B_1 THIAMINE		
VITAMIN B_2 RIBOFLAVIN		
NIACIN		

	USE	FOOD SOURCE
VITAMIN C		
CALCIUM		
IRON		
WATER		

PROTEIN

USE: TO BUILD AND REPAIR BODY TISSUES

FOOD SOURCES: RED MEAT (BEEF, PORK, LAMB), FISH, POULTRY, EGGS, NUTS, DRIED PEAS AND BEANS, CHEESE

CARBOHYDRATES

USE: READY ENERGY AND FIBER

TYPE	FOOD SOURCE
COMPLEX CARBOHYDRATES (SUPPLY ENERGY AND NUTRIENTS)	GRAIN, FRUITS, VEGETABLES
SUGAR (HIGH IN ENERGY; FEW NUTRIENTS)	CAKE, CANDY, COOKIES, SOFT DRINKS
FIBER (NEEDED FOR PROPER DIGESTION)	GRAINS, FRUITS, VEGETABLES

FATS

USE: STORED ENERGY
HELPS THE BODY USE CERTAIN VITAMINS
HELPS KEEP SKIN AND HAIR LOOKING HEALTHY

SOURCES: PRESENT IN MOST FOODS EXCEPT MOST FRUITS AND VEGETABLES

RICH SOURCES: BUTTER, MARGARINE, VEGETABLE OILS, SALAD DRESSING, WHOLE MILK, MOST CHEESES, BAKED GOODS, SNACK FOODS

EVERYONE NEEDS SOME FAT EACH DAY BUT IT IS EASY TO GET TOO MUCH FAT IN THE DIET

VITAMIN A

USE: GOOD VISION

SOURCE: YELLOW AND GREEN LEAFY VEGETABLES (CARROTS, KALE, SPINACH, SWEET POTATOES, CANTALOUPE)

B VITAMINS

VITAMIN B_1 (THIAMINE)

USE: HEALTHY NERVES, DIGESTION

SOURCES: ENRICHED OR WHOLE GRAIN CEREALS

VITAMIN B_2 (RIBOFLAVIN)

USE: SMOOTH SKIN AND HEALTHY EYES

SOURCES: WHOLE GRAIN AND ENRICHED CEREALS, MILK, CHEESE

NIACIN

USE: HELPS THE BODY USE OTHER NUTRIENTS

SOURCE: ENRICHED AND WHOLE GRAIN CEREALS, RED MEAT

VITAMIN C

USE: HELPS IN BUILDING CELLS AND KEEPING TISSUES HEALTHY

SOURCE: CITRUS FRUITS, GREEN PEPPERS, TOMATOES

CALCIUM

USE: HEALTHY BONES AND TEETH
KEEPS HEART BEATING REGULARLY
PLAYS A PART IN EVERY MOVEMENT YOU MAKE

SOURCE: DAIRY PRODUCTS, SOME FORTIFIED COOKED CEREALS, BROCCOLI, KALE

IRON

USE: PRODUCE HEALTHY RED BLOOD CELLS

SOURCE: LIVER, SPINACH, EGGS, RED MEAT, DRIED FRUITS, WHOLE GRAIN CEREALS AND BREADS, DRIED BEANS, RAISINS

WATER

MAJOR COMPONENT OF THE BODY

USE: IMPORTANT FOR ALL BODY FUNCTIONS
REGULATES BODY TEMPERATURE (EXPLAINS WHY WHEN YOU EXERCISE AND SWEAT, YOU WORK UP A THIRST)

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Energy and Energy Balance

OBJECTIVES:

1. Identify positive energy balance as a means of increasing body weight and negative energy balance as a means of decreasing body weight.
2. Use knowledge of energy balance to achieve desired body weight.
3. Determine an estimate of their own caloric needs.

GENERALIZATIONS:

1. A positive energy balance results when calories consumed are more than calories burned.
2. A negative energy balance results when calories consumed are less than calories burned.
3. Individual rate of metabolism determines the energy consumed for vital body processes.
4. An individual's rate of metabolism, exercise, and number of calories consumed affect energy balance and body weight.

RESOURCES:

1. Two pan balance with weights. Label the pans "food energy consumed" and "energy burned." (See diagram)
2. Handout: "How Many Calories Do You Need?"

ACTIVITIES:

1. Explain to the class that today we are going to discuss energy in the body. Using a two pan balance with one pan labeled "food energy consumed" and the other labeled "energy burned," demonstrate the following concepts.
    A. Energy balance is when food energy consumed = energy burned (put two equal weights on the pans)
    B. Positive energy balance is when food energy consumed is greater than energy burned and the body stores excess energy in fat (place a heavier weight on the "energy consumed" pan of the balance)
    C. Negative energy balance is when energy burned is greater than food energy consumed and the body burns excess fat (place the heavier weight on the "energy burned" side of the balance)

2. Energy consumed. Ask . . .
    A. "From what does the body recieve energy? (from the food that we eat)
    B. "How can we measure food energy? (calorie)
        1) Define a calorie--a unit of energy consumed in food and used by the body
        2) "How can we determine the caloric content of foods?" (labels, food value charts, etc.)
    C. "What food sources are high in energy in relation to nutrient density?" (carbohydrates and fats)

3. Energy burned. Ask . . .
    A. "How does the body burn energy?" (metabolism, exercise, activities, etc.)
    B. "What do we mean by metabolism?" (energy used for vital body processes, e.g., breathing, heart beat, digestion)
    C. "How can we measure energy consumed in our daily activities?" (there are charts giving the number of calories burned by the length of time spent on an activity)
    D. "What kinds of activities burn a high number of calories?" (swimming, running, dancing, etc.)
    E. "What activities burn a lower number of calories?" (sleeping, studying, watching T.V., etc.)

4. "How can we use this information in weight control?"

5. If one has a desirable weight now and wishes to maintain it, he/she should keep his/her body in energy balance. Energy balance, you remember, is when food energy consumed equals energy burned. (Demonstrate by showing equal weights on the two pans.)

6. If one has excess body weight and wishes to lose weight, one of the safest ways is to shift the energy balance so energy burned is greater than food energy consumed. (Demonstrate negative energy balance with a heavier weight on "energy burned." Chart illustrates Weight Loss.)
    A. Some effective ways are
        1) Cut down on "empty calories" (foods with low nutrient density and high calories)
        2) Increase exercise or bodily activity
    B. Safe weight loss usually takes place at a limited rate.
        1) To achieve ideal body composition, one only wants to reduce body fat (can only be done at rate of 2 lbs./week).
        2) Faster weight loss is dehydration or reduction of water in the body.

7. Weight gain can also best be achieved with a shift in energy balance so food energy consumed is greater than energy burned. (Demonstrate positive energy balance with a heavier weight on the "food energy consumed." Chart illustrates weight gain.)
   A. Weight gainers are encouraged to pick the highest calorie foods from each of the food groups rather than eating large amounts of food and becoming uncomfortable.
   B. One wants to gain weight in muscle tissue not fat.
      1) This is best done gradually.
      2) To gain 1 lb. in muscle, one needs an additional 2500 calories from a balanced assortment of foods.

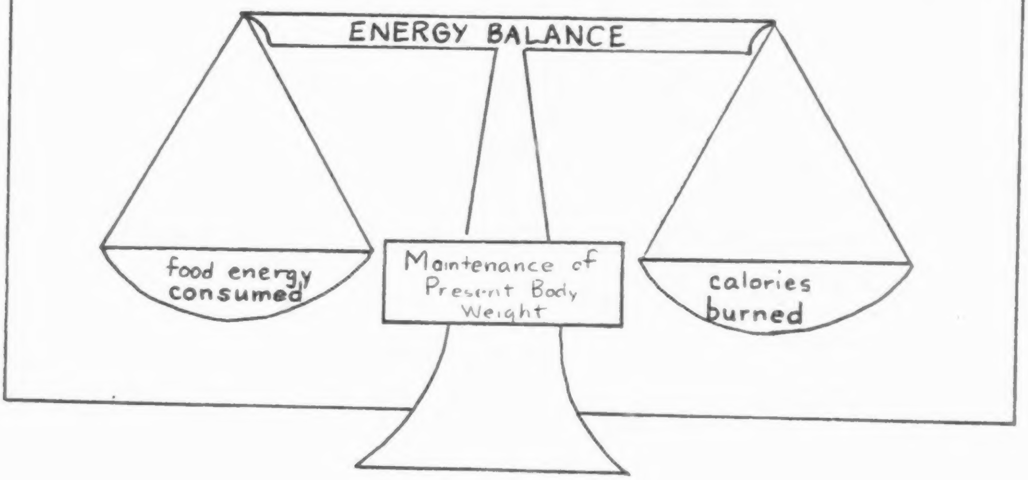
8. Ask . . . "How can one determine his/her caloric needs?"
   A. Nutritionist
   B. Distribute handout "How Many Calories Do You Need?"
      1) Explain this will give them a rough idea of their caloric needs. An individual's rate of metabolism will affect the number of calories needed for bodily functions.
      2) Bring these completed to class tomorrow. This will help in their daily diet analysis.

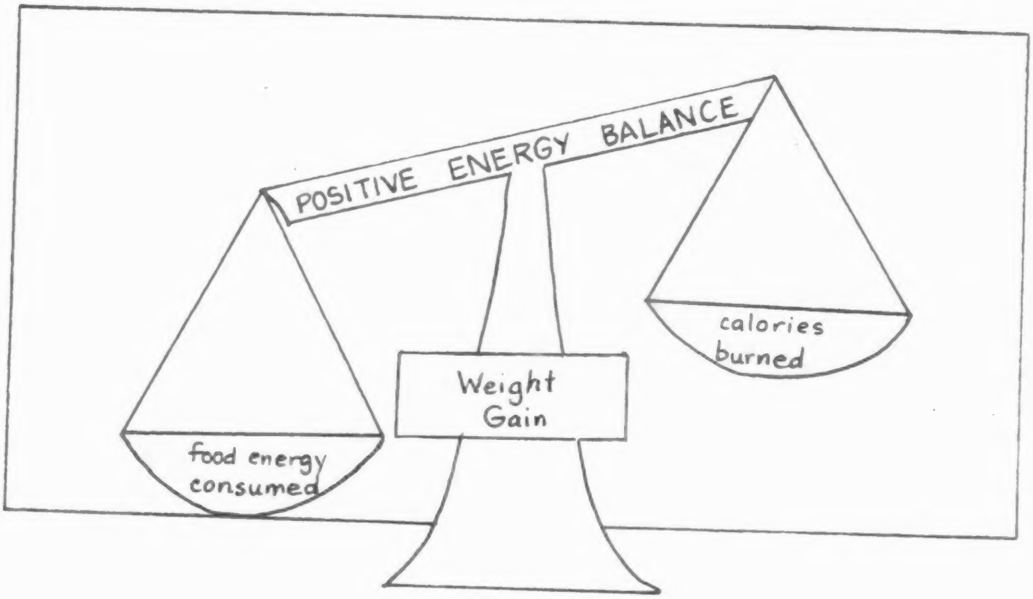
9. Explain that they will be using the computer to analyze their daily diet. Before they do this they must have the coding of their diet **done** on "Coding My Diet."

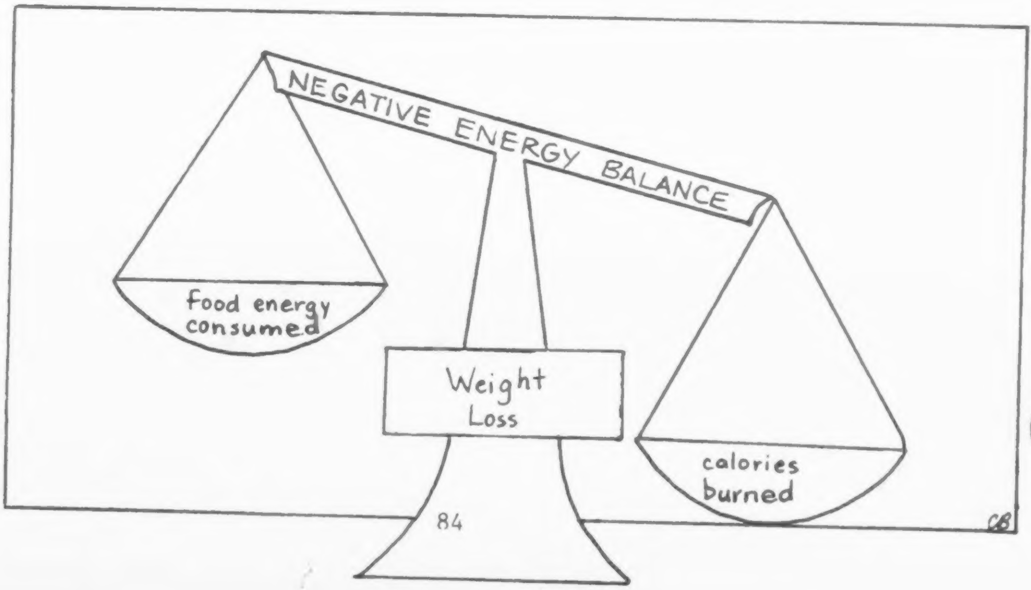
10. When students have completed their diet analysis they will have a choice between analyzing a fad diet or writing a letter to a fast food restaurant to obtain nutrition information.

11. Assingments: Complete the following.
   A. "How Many Calories Do You Need?"
   B. "Coding My Diet"
   C. Bring a fad diet, if that is their choice, to code and run a diet analysis.

WEIGHT CONTROL


ENERGY BALANCE
food energy consumed
Maintenance of Present Body Weight
calories burned


POSITIVE ENERGY BALANCE
calories burned
Weight Gain
food energy consumed


NEGATIVE ENERGY BALANCE
food energy consumed
Weight Loss
calories burned
CB

NAME ____________________________

HOUR ____________________________

How Many Calories Do You Need?

How many calories should you consume in a day? It depends. If you're a 13 year-old who plays sports and runs 2 miles a day, and you've grown 4 inches in the last 6 months, you might need 4000 to 6000 calories a day. But if you haven't grown in a year, and if your favorite hobbies are reading and playing video games, about 2000 calories a day is probably all you need.

How do you know how much is enough for you? Figure how many calories you spend on each of the following activities, and add the total.

Number of hours sleeping __________ x (80-100 cal/hr) = _____ calories

Number of hours in school __________ x (100-120 cal/hr) = _____ calories

Number of hours being active (walking to and from school, work around the house) __________ x (250-350 cal/hr) = _____ calories

Number of hours being **very** active (sports, dance, playing hard) __________ x (350-500 cal/hr) = _____ calories

Number of hours quiet time (watching TV, studying, listening to music) __________ x (80-100 cal/hr) = _____ calories

(24 hrs. total)

Estimated total for day = _____ calories

This provides a rough idea of individual calorie needs.

ADAPTED FROM: Fit It All Together: Food & Fitness Choices For You.
Published by National 4-H Council.

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Diet Analysis

OBJECTIVES:

1. Use a resource, e.g., computer program, nutrient chart, to assess your nutrient intake.
2. Analyze nutrient adequacies and inadequacies in their diet.
3. Analyze nutrient adequacies or inadequacies in fad diets or restaurant meals.

GENERALIZATIONS:

1. A computer program or a table of food values from a reliable source furnishes more detailed information on nutrient density of foods than the food groups.
2. Recommended Dietary Allowances are based on scientific research completed by nutrition experts and provide guidelines to assess one's diet for nutrient intake.
3. Some fad diets, diets found in popular magazines and some restaurant meals can be deficient in nutrients and not meet caloric needs.

RESOURCES:

1. "Coding My Diet" sheet filled out by each student.
2. Computers
3. A computer program for diet analysis. MECC Nutrition Volume 2, 1982 (Computer Program). Minnesota Educational Computing Consortium, 2520 Broadway Drive, St. Paul, MN 55113.

   OR

   Several Tables of Food Values.
4. Examples of diets found by students in consumer sources and ones included in this lesson.
5. List of addresses for fast food restaurants to obtain nutrition information.
6. Handout: "Computer Diet Analysis"

ACTIVITIES:

In two class periods, the students are to complete the following activities:*

1. Run daily diet on computer for nutrition analysis. Complete "Computer Diet Analysis" using printout.

2. Students will choose one of the following:
    A. Run a "special diet" obtained from a magazine on the computer for nutrition analysis. Complete a "Computer Diet Analysis" using printout.
    B. Write a letter to a fast food restaurant requesting nutrition information on menu items. Report findings to the class later.

*NOTE TO TEACHER:

How you organize these two days will depend greatly on the availability of computers and the number of students you have. It is hoped that enough interest will be generated to encourage students to continue working with the computer program outside of class.

NAME ______________________

HOUR ______________________

"Computer Diet Analysis"

Directions: Fill out the following chart using the computer printout you received after entering your daily diet. Attach the computer printout to this sheet and turn into your instructor.

Nutrient	RDA for your age/sex	% RDA obtained from your diet	The 2 items you ate that were highest in this nutrient	If your % RDA is less than 100, what foods might you add to your diet to reach 100%?

NAME ____________________________

HOUR ____________________________

Answer the following questions:

1. What is the approximate number of calories needed to maintain your body weight?

2. How many calories were in your one-day diet?

3. List the three highest and three lowest calorie items in your daily diet.

High	Amount	Low	Amount

4. What empty calorie foods did you eat?

5. What changes in your diet could you make so that the calories and foods consumed more closely match your caloric and nutrient needs?

FAST FOOD RESTAURANTS

Below is a list of where to write for nutrition information about specific fast foods.

A & W International, Inc.
Consumer Affairs
P. O. Box 1039
Santa Monica, CA 90406

Arby's
Consumer Affairs
One Piedmont Center
3565 Piedmont Road NE
Atlanta, GA 30305

Burger King Corporation
Consumer Affairs
Box 520783
Miami, FL 33152

Hardee's Food Systems, Inc.
Research Service Analyst
1233 N. Church Street
Rocky Mountain, NC 27801

International Dairy Queen
Research Food Specialist
5701 Green Valley Drive
Box 35286
Minneapolis, MN 55435

Kentucky Fried Chicken
Public Affairs Department
Box 13331
Louisville, KY 40213

McDonald's Corporation
Quality Assurance Department
1 McDonald Plaza
Oak Brook, IL 60521

Pizza Hut, Inc.
Public Relations
9111 E. Douglas
Box 428
Wichita, KS 67201

Wendy's International, Inc.
Consumer Department
4288 W. Dublin Granville Road
Dublin, OH 43017

AN EXAMPLE OF A LOW CALORIE DIET

BREAKFAST	1/2 C. ORANGE JUICE	
	1/2 C. BRAN FLAKES WITH RAISINS	
	1/2 C. WHOLE MILK	
	1 SLICE WHOLE WHEAT TOAST	
	COFFEE, TEA, OR WATER	
LUNCH	1 HAM SANDWICH -	2 OZ. HAM
		1 OZ. CHEESE
		LETTUCE
		1/2 TOMOTO
		2 SL. ENRICHED BREAD
	1 MED. APPLE	
	COFFEE, TEA, OR WATER	
DINNER	3 OZ. ROAST BEEF	
	1 MED. POTATO	
	1/2 C. BROCCOLI	
	1 C. SKIM MILK	
SNACKS	1 SM. CUCUMBER	
	3-4 CARROT STRIPS	

AN EXAMPLE OF A HIGH CARBOHYDRATE, LOW PROTEIN, LOW FAT DIET

BREAKFAST	3 1/2 OZ. COOKED OATMEAL + BRAN
	4 OZ. SKIM MILK
	1/2 C. ORANGE JUICE
LUNCH	8 OZ. LATIN BELLE SOUP
	4 OZ. RAW BELLE PEPPERS
	4 OZ. RAW CARROTS
	4 OZ. RAW CAULIFLOWER
	4 OZ. RAW CUCUMBERS
DINNER	1 C. TOMATO-RICE SOUP
	8 OZ. SHREDDED CABBAGE, ONIONS, TOMATOES
	8 OZ. STUFFED EGGPLANT

SCARSDALE DIET -- HIGH PROTEIN

BREAKFAST	1/2 GRAPEFRUIT
	1 SL. TOASTED PROTEIN BREAD
	BLACK COFFEE OR TEA
LUNCH	COLD CUTS OF LEAN MEAT
	TOMATOES
	COFFEE, TEA, OR DIET SODA
DINNER	FISH
	COMBINATION SALAD (AS MANY VEGETABLES AS YOU WISH)
	1 SL. DRY PROTEIN TOAST
	GRAPEFRUIT
	COFFEE, TEA, OR DIET SODA

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Planning A Snack

OBJECTIVE:

Plan a snack that is nutrient dense, easy to prepare, attractive, and acceptable to the group.

GENERALIZATIONS:

Nutrient density, ease of preparation, and acceptability are considerations in choosing and preparing snacks.

A. Nutrient dense foods are good sources of one or more nutrients.
B. An attractive appearance and good taste can help make a food acceptable to a greater number of persons.
C. Ready-to-eat or easy to prepare snacks are more likely to be chosen when time is short and one is hungry.

RESOURCES:

1. Creative Living, pp. 366-369 "Teen Tips"

2. Other snack recipe food sources.

3. Handouts: "Market Order"
   "Lab Plan, Part 2"
   "Healthy Snack Nutrition Information"

ACTIVITIES:

1. Ask the students to refer back to the worksheet "My Food Habits."
   Ask A. "How many of you snack each day?"
   B. "How many times do you snack in a day?" (poll the students 1, 2, 3, etc.)
   C. "What types of foods are you snacking on?"
   D. "Are there more nutritious snacks you could be eating?"
   E. "What are some?"

2. Introduce the Snack Contest.
   A. Challenge the students in the next two days to plan and prepare a snack for the class, meeting the following criteria.
      1) Easy to prepare
      2) Attractive
      3) Nutrient dense
      4) Acceptable to the group
   B. The snacks will be evaluated by the instructor and classmates on the above criteria.
   C. The preparers of the winning snack will be awarded a prize on the final day of the unit.

3. Planning the snack lab.
   A. Students use available resources to find a recipe for their snack.
   B. Obtain instructor approval.
   C. Fill out . . .
      1) "Healthy Snack Nutrition Information"
      2) "Market Order"
      3) "Lab Plan, Part 2"

4. Assignment:

   In two days students are to bring to class some "dietary advice" or a "dietary claim" for consumers from a newspaper, magazine, family member or friend (e.g., "An apple a day keeps the doctor away" or eating grapefruit will melt off fat, etc.).

NAMES ______________________

____

____

____

KITCHEN ______________________

RECIPE ______________________

"HEALTHY SNACK NUTRITION INFORMATION"

1. Write your snack recipe below.

2. What Basic Food Groups are represented in this snack?

3. This snack is a good source of . . . (circle appropriate answer and list significant ingredient(s) and the amount in one serving next to the nutrient).

PROTEIN

CALCIUM

IRON

B-VITAMINS

VITAMIN C

VITAMIN A

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Preparation and Evaluation of Nutritious Snacks

OBJECTIVES:

1. Prepare and serve a nutritious snack to other class members.
2. Taste other snacks prepared and evaluate on predetermined criteria.

GENERALIZATIONS:

Review generalizations from previous lessons.

RESOURCES:

1. Ingredients and equipment to prepare snacks.
2. Student completed lab plans to use in preparation.
3. Handouts: "Snack Evaluation" (each student will need one for each snack prepared)
4. "Teacher Snack Evaluation Form"

ACTIVITIES:

1. Prepare snacks.
2. Serve snacks to the class.
3. Each class member must fill out a "Snack Evaluation" for each snack sampled.
4. Clean up.
5. Teacher collects "Snack Evaluation" sheets from students to be tallied and entered on the "Teacher Snack Evaluation Form." This score along with the teacher evaluation of nutrient density will determine the winning snack. The one with the highest total score, will be the winner.
6. Assignment:

   Bring to class tomorrow questions on food fads, facts, or fallacies. Explain there will be a nutritionist there to answer their questions and explain his/her job and expertise.

NAME OF JUDGE ____________________

NAME OF SNACK ____________________

SNACK EVALUATION

Directions: Each student is to fill one of these out for each snack sampled. Circle the number that best represents your feelings.

	Disagree	Maybe	Agree
1. This snack is very attractive; makes me want to try it.	1	2	3
2. This snack tastes good; I'd like to have some more.	1	2	3
3. I would fix this snack myself at home often.	1	2	3

"Teacher Snack Evaluation Form"

SNACK	Nutrient Density Rate the snack on the content of the following nutrients. (Vit. A, B Vitamins, Vitamin C, Calcium, Iron and Protein) 6 = 3 or more of the nutrients 4 = 2 of the nutrients 2 = 1 of the nutrients 0 = none of the nutrients	**Summary of Student Snack Evaluation Forms (Enter the average score for each question on the "Snack Evaluation Form")**			**TOTAL SCORE**
		Question #1	**Question #2**	**Question #3**	

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Food Fads, Facts and Fallacies

OBJECTIVES:

1. Identify the basis of some food fads that are currently affecting American eating habits.
2. Analyze fad diets to decide whether or not they are healthful.
3. Describe the qualifications and responsibilities of a nutritionist.
4. Identify place of employment for nutritionists.

GENERALIZATIONS:

1. Eating fad diets can be based on fact or fallacy.
2. Knowledge of the nutrient density of foods and RDA's for U.S. population can help determine the appropriateness of fad diets.
3. Nutritionists are interested in food and its effects on the body.
4. Nutritionists can be employed wherever dietary decisions are made.

RESOURCES:

1. Guest speaker: nutritionist.
2. Questions prepared by the class.

ACTIVITIES:

1. Define the following terms and write on the chalkboard.
    A. Fad--custom that is temporarily fashionable.
    B. Fact--based on scientific discovery, can be proved.
    C. Fallacy--a false belief.
2. Instruct the nutritionist to . . .
    A. Address student concerns and help them to determine nutrition fads, facts, and fallacies.
    B. Describe the special qualfications of nutritionists and the job that they do.

UNIT: Food: Staff of Life

TOPIC/CONCEPT: Evaluation and Results of Snack Contest

OBJECTIVE:

Illustrate their knowledge of uses and sources of nutrients.

GENERALIZATIONS:

From previous lessons.

RESOURCES:

1. Handout: "Nutrition Test"
2. Results of snack contest and prizes.

ACTIVITIES:

1. Administer nutrition exam.
2. Give results of the snack contest.
   A. Discuss merits of each snack.
   B. Award prizes.

OPTIONAL:

Compile all snack recipes from all classes to make a snack cookbook. Sell them to the student body as an entrepreneurial experience.

NUTRITION TEST

READ THE DIRECTIONS FOR EACH SECTION CAREFULLY AND ANSWER ON A SEPARATE SHEET OF PAPER. **DO NOT MARK ON THIS TEST!!**

I. Choose the letter of the best answer.

1. Which group of foods show all of the food groups?

   a. milk, bread, cottage cheese, turkey
   b. grapes, bread, carrots, turkey
   c. milk, bread, carrots, turkey
   d. milk, bread, eggs, turkey

2. Which group contains only foods rich in iron?

   a. milk, banana, pop, doughnut
   b. ice cream, cookies, orange, apple
   c. liver, beef, raisins
   d. chocolate milk, crackers, pear

3. Which group contains only foods that give us calcium?

   a. peas, bread, chicken, grapes
   b. rice, meat, tomato juice, banana
   c. corn, strawberries, cottage cheese, turkey
   d. milk, ice cream, cottage cheese, cheese

4. Which group contains only foods rich in vitamin A?

   a. spinach, carrots, broccoli, cantaloupe
   b. doughnut, pop, spaghetti and meat balls, bacon
   c. potato, peas, cucumber, raisins
   d. hamburger on a bun, pop, gingerbread

5. Which group of foods contains the best sources of vitamin B?

   a. citrus fruit, tomatoes, strawberries
   b. milk, cheese, butter
   c. cereals, bread, pasta, noodles,
   d. meat, fish, chicken

6. Which group contains foods that are good sources of protein?

   a. cabbage, grapes, roll, cookie
   b. eggs, beef, dried beans, cheese
   c. macaroni, apple, green pepper, cracker

7. Which group contains foods that are the highest in energy value per spoonful?

   a. roll, meat, milk, tomato
   b. carrot, orange, corn flakes, bun
   c. bun, green pepper, corn, celery
   d. whole milk, corn oil, butter, cream

8. Which group contains foods that are the main source of energy for the body?

   a. milk, green beans, tomato, eggs
   b. macaroni, butter, rice, cookies
   c. spinach, grapes, pear, lettuce
   d. orange, green beans, peach, eggs

9. Which part of the body needs the most calcium?

   a. hair
   b. eyes
   c. muscles
   d. bones

10. Which part of the body has a special need for vitamin A?

    a. tooth
    b. eye
    c. heart
    d. ear

11. Which group of foods contains the most fat?

    a. orange, tomato, carrot
    b. cheese, whole milk, chocolate
    c. rice, apple, macaroni
    d. oatmeal cereal, strawberry, banana

12. Which group of foods are good meat substitutes?

    a. raisins, dried prunes
    b. nuts, dried beans, peas and lentils
    c. oatmeal cereal, puffed rice, cherries
    d. blackberries, dried prunes, green peas

13. Which group of foods would make the most nutritious lunch?

    a. tuna fish sandwich, pickle, chocolate milk shake, orange
    b. vegetable soup, crackers, strawberry pie, ice cream cone
    c. macaroni and meat balls, corn gelatin dessert, iced tea
    d. hamburger on bun, chocolate milk shake, doughnut

14. Which of the following is essential for building red blood cells?

    a. fat
    b. calcium
    c. iron
    d. carbohydrates

15. Which of the following is not a B vitamin?

    a. riboflavin
    b. niacin
    c. thiamine
    d. potassium

II. Please indicate whether the following statements are True (T) or False (F).

16. A positive energy balance occurs when food energy consumed is greater than energy burned.

17. The best way to lose weight is to skip breakfast.

18. Snacks are bad for you.

19. It takes more tomato juice than orange juice to obtain the R.D.A for vitamin C in a day.

20. Taste, family, advertising, peer pressure, ethnic, or religious group and region influence food choices.

III. Answer one of the following short answer questions.

21. Write your favorite snack food. Describe how this snack meets or does not meet the standards used to judge a snack for good health and acceptability (5 points).

22. Describe energy balance (1 point). What is meant by positive energy balance and negative energy balance? (2 points) How does energy balance relate to weight gain or loss? (2 points)

Key to Nutrition Test

1. c.
2. c.
3. d.
4. a.
5. c.
6. b.
7. d.
8. b.
9. d.
10. b.
11. b.
12. b.
13. a.
14. c.
15. d.
16. T
17. F
18. F
19. T
20. T

21. Example of a snack and appropriate answer.

    Nachos with Cheese (1 point)

    ease of preparation--grate cheese and melt (1 pt.)

    nutrient density--good source of calcium from the cheese (1 pt.)

    attractive appearance--color of cheese and brown color of chips (1 pt.)

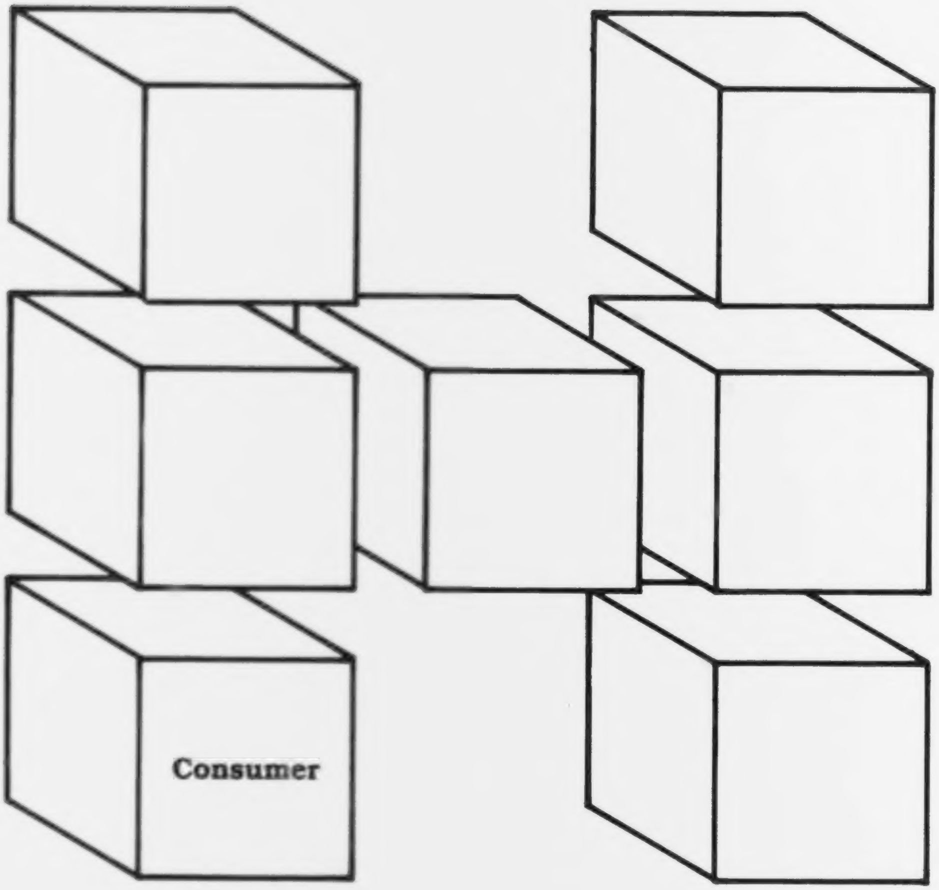
    acceptable taste--salty, crisp, cheese flavor

22. Energy balance--when food energy consumed is equal to energy burned (1 pt.)

    Positive energy balance--more food energy consumed than energy burned--weight gain (2 pts.)

    Negative energy balance--less food energy consumed than energy burned--weight loss (2 pts.)

Unit III - Life Skills in Money Management and Consumer Choices



UNIT: Life Skills in Money Management and Consumer Choices

OVERALL OBJECTIVES:

1. Develop a plan for the use of money in a case study.
    - A. Coordinate goals, values and resources to develop a plan.
    - B. Identify steps in financial planning.
    - C. Compile and keep accurate records of accounts.
    - D. Evaluate decisions made.

2. Choose a consumer product that meets his/her needs with the resources available.
    - A. Identify product characteristics desired based on values/goals and resources.
    - B. Evaluate the usefulness of various sources of information including labels, advertising, publications, etc.
    - C. Recognize his/her rights and responsibilities as a consumer.

TOPICAL LESSON OUTLINE: **PAGE**

1. Financial Framework 7
2. Record Keeping 13
3. Resources 17
4. Needs and Wants 21
5. Values or Principles 23
6. Goals 28
7. Decision Making 30
8. Financial Planning (Panel Discussion) 34
9. Budgeting 36
10. Shopping For Price and Quality 50
11. Sources of Consumer Information 52
12. Consumer Magazines and Government Publications 56
13. Advertising 57
14. Labeling 61
15. Consumer Rights 62
16. Consumer Responsibilities 67

NOTE TO THE TEACHER:

Throughout this unit the students will actually be making financial decisions within a case family. To record their financial transactions and keep their money, each student needs a 9" x 11" envelope with a "Record of Money" sheet attached on the outside. Inside the envelope they need a white envelope labeled "savings." These envelopes need to be prepared before the unit begins. To prepare the envelopes . . .

1. Buy one 9" x 11" envelope and a white letter size envelope for each student.

2. Make enough copies of "Record of Money" sheets for at least one per student. You will undoubtedly need several extra copies since mistakes will be made.

3. Make enough copies of "Banker's Ledger" sheets to have one per day per class.

4. Make enough copies of paper money in 1's, 5's, and 10's.

5. In order to have an equal number of students for each case family, take the total number of students you have and divide by five since there are five case families. This tells you how many envelopes for each case family you need to prepare.

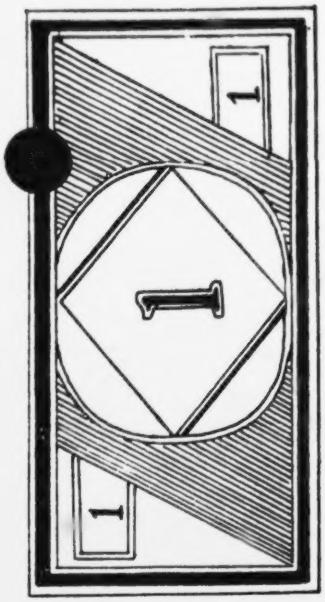
6. Attach a "Record of Money" sheet to each 9 x 11 manilla envelope. Write the case family # on the outside of each envelope.

7. You are now ready to stuff the envelopes.

	9" x 11" manilla envelope "cash on hand"	letter size white envelope "savings on hand"
Case Family #1	$15	$50
Case Family #2	0	0
Case Family #3	$ 5	$25
Case Family #4	$ 7	$15
Case Family #5	0	$ 5

8. Each class section will also have a banker to help keep track of the financial transactions for his/her class. Prepare an envelope for the banker with several "Banker's Ledger" sheets (one for each day of the unit). The banker will also need approximately $50 in change in his/her envelope.

9. You are now ready to go.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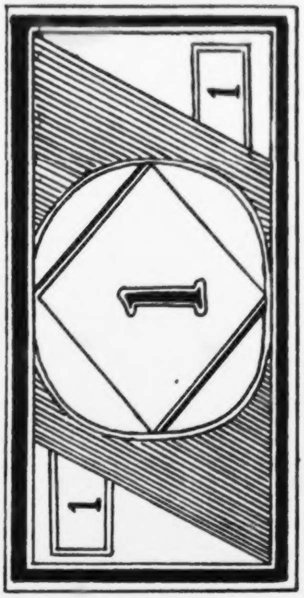
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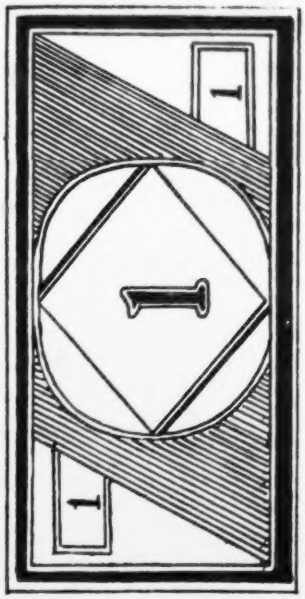
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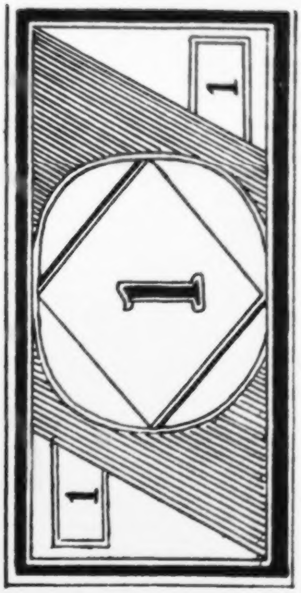
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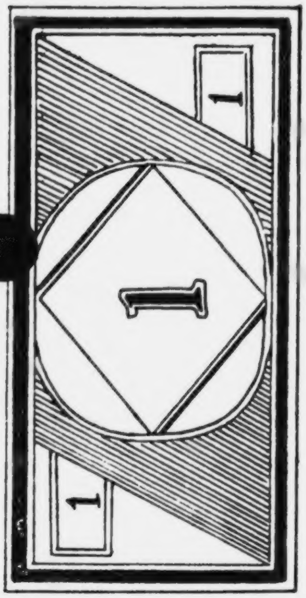
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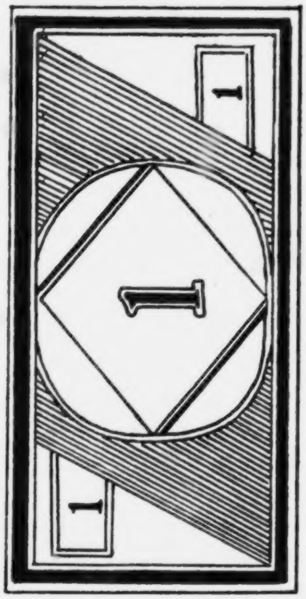
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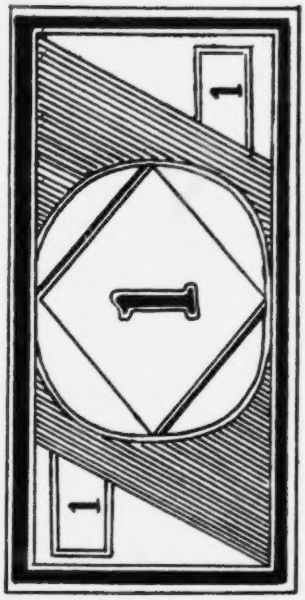
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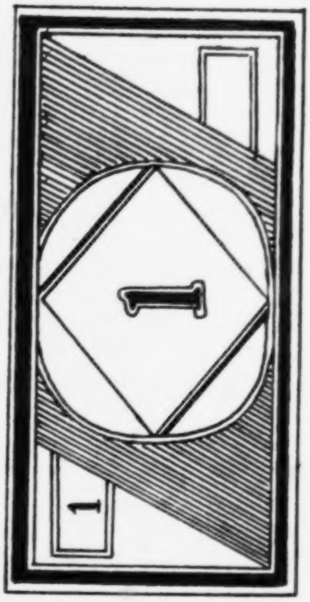
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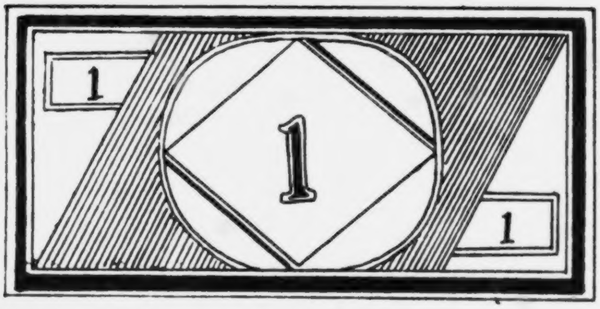
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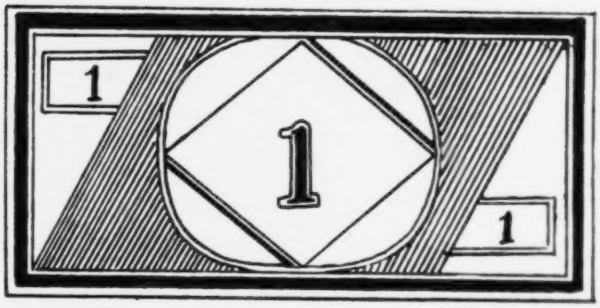
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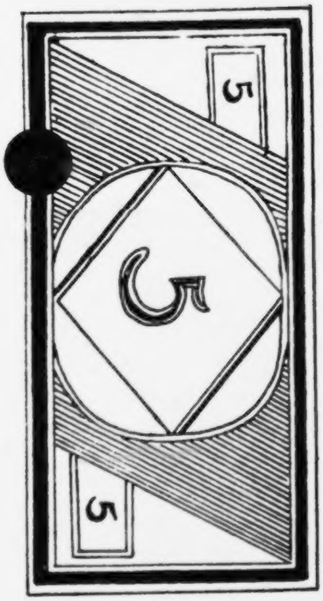

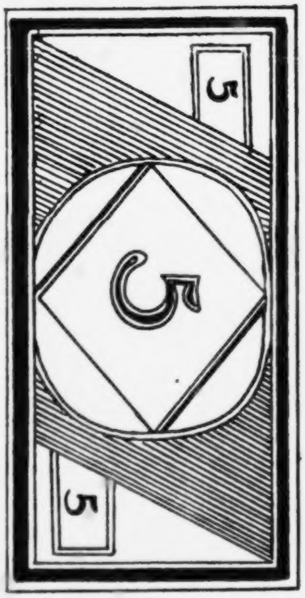

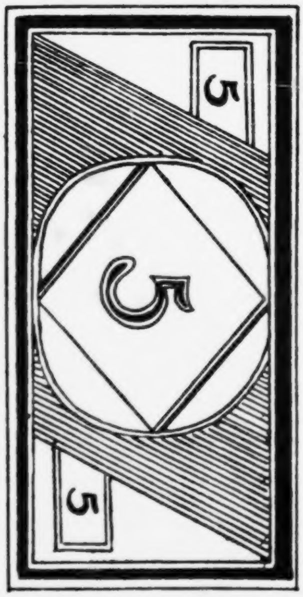

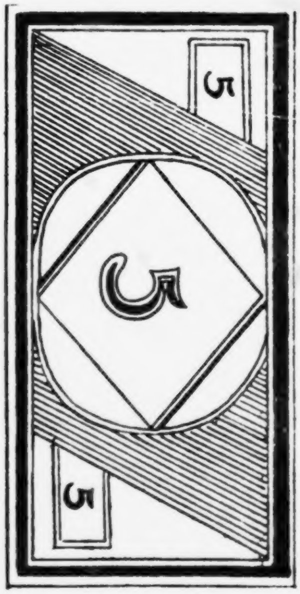

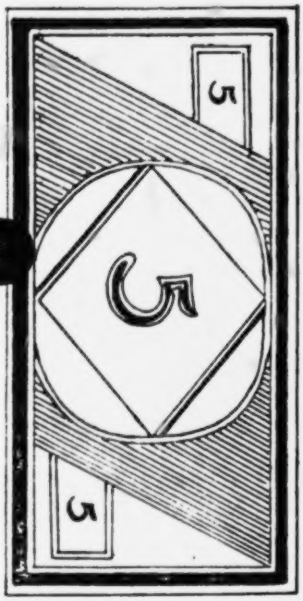

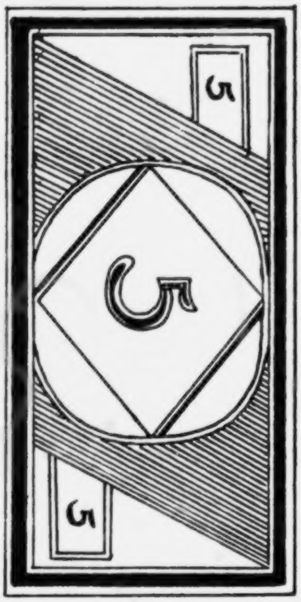

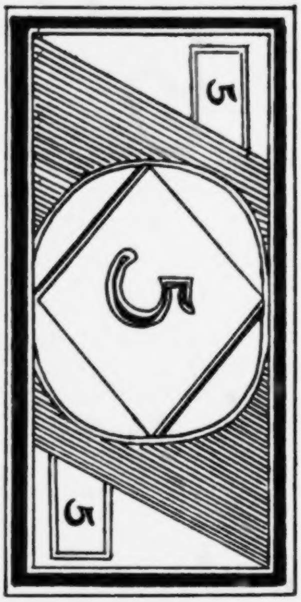

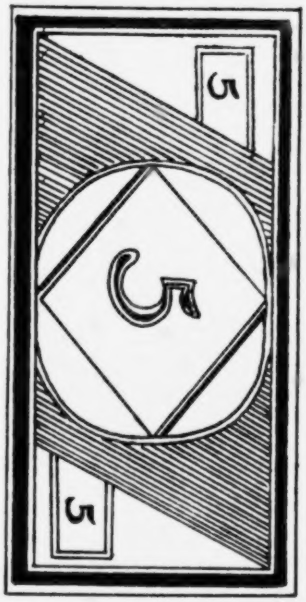

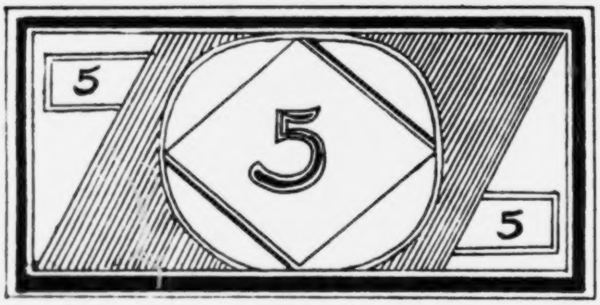

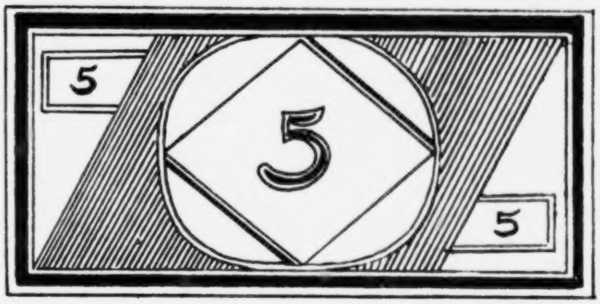

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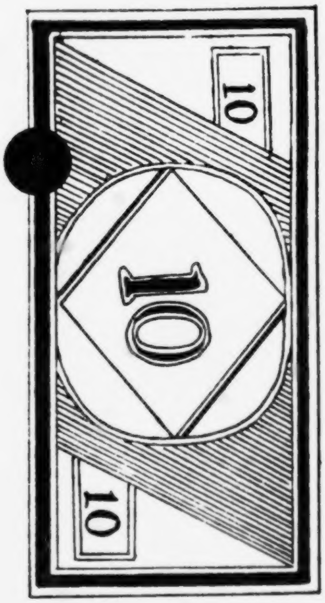
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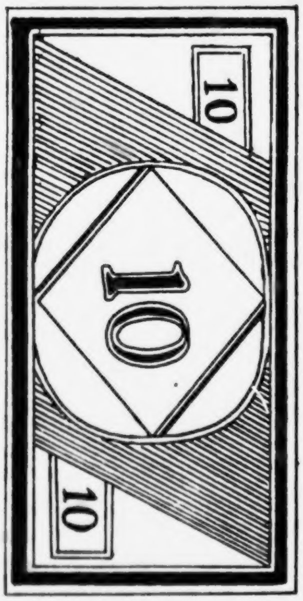
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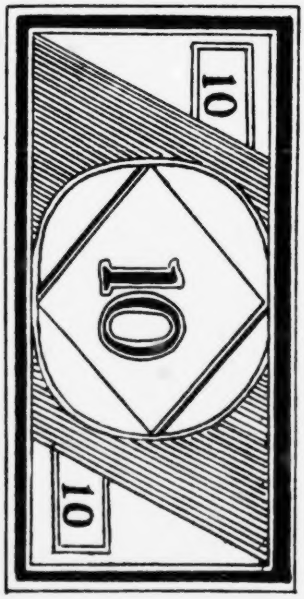
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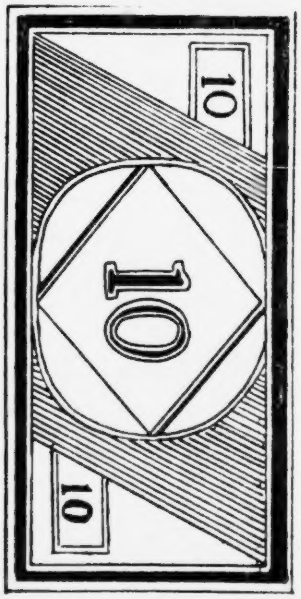
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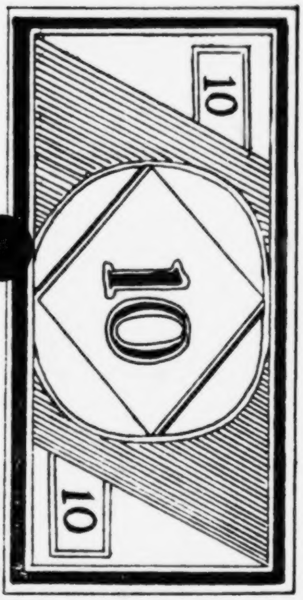
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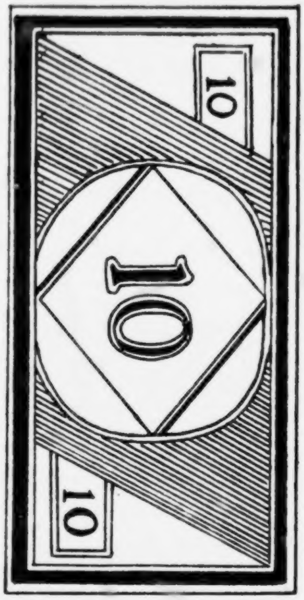
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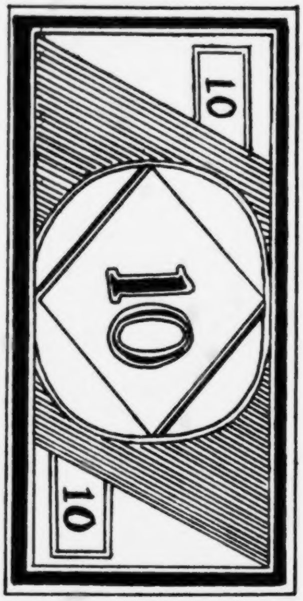
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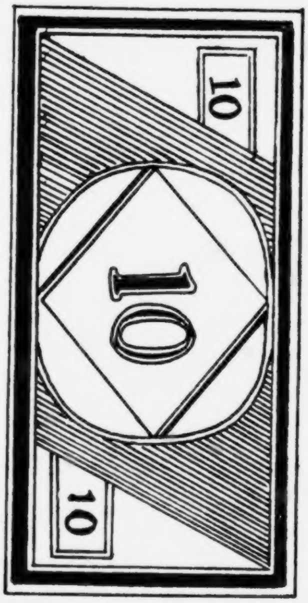
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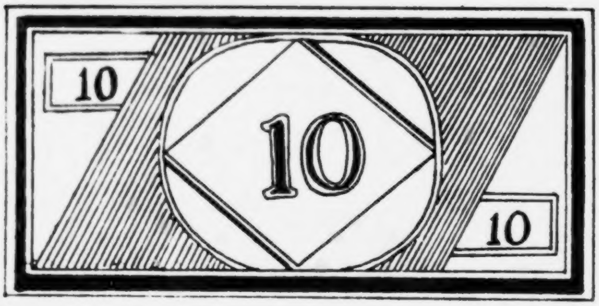
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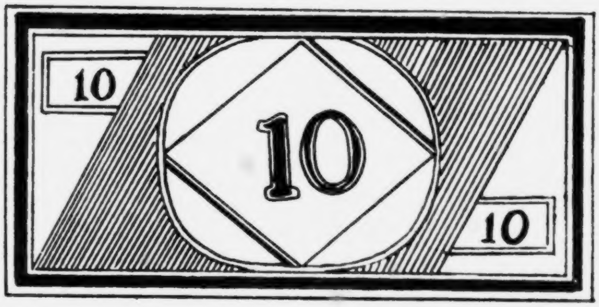
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UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Financial Framework

OBJECTIVES:

1. Acknowledge the benefits of financial planning.
2. Identify beginning steps in developing a financial framework.
3. Be aware of family members and situations in the case family assigned them.

GENERALIZATIONS:

1. Developing a financial framework is a step-by-step process.
2. Identifying goals that reflect our own needs, wants, and values establishes a beginning for developing a financial framework.
3. Ranking goals in order of priority helps to identify the importance of a particular goal within the financial framework.
4. A statement of money on hand, a record of income and expenses over a period of time, and a budget may be helpful in developing a financial framework.

RESOURCES:

1. Transparency: "Steps in Developing a Financial Framework"
2. Overhead Projector
3. Handout: "Your Attitudes About Money" (one per student)
   "Case Family Descriptions"
4. Puppets or dolls for drama.

ACTIVITIES:

1. Introduction: Hand out "Your Attitudes About Money" to the students. Have each student complete this and turn it in. Record the class attitude for each question and post for students to see. The same attitude assessment will be given at the end of the unit.
2. "Why do we spend money the way we do?"
3. "When you go shopping do you know what you are going for and how much you can spend?" "Do you spend money on impulse?" "Have you ever made a purchase you regreted?" "Why?"

4. Brainstorm on the chalkboard . . .

Positive uses of money	Negative uses of money
pay for needs and wants	buy friendship
reach financial goals	impress people
etc.	temporary satisfaction
	alleviate guilt
	etc.

5. "How can we direct our money into more positive channels?"

6. TRANSPARENCY: "Steps in developing A Financial Framework"
   A. Go over with the students and give examples.
   B. Time will be spent on each step as you progress through the unit.
   C. "Next week we will be having a panel of guests to discuss financial planning. The members on the panel represent a wide range of age and background. As we go through the unit, I would like you to develop some questions you have for the panel members."

7. Introduce the Case Families:
   A. For the purpose of this unit the students will be assigned a case family.
   B. Divide class into 5 groups.
   C. Give the students a description of their family.
   D. Have students plan a short drama (3 min.) using puppets to introduce their case family to the class. These will be presented at the beginning of class the next day.

NAME ______________________

PERIOD ______________________

Your Attitudes About Money

Directions: Please put an (x) in the column that best describes how you feel about each statement.

	Agree	Disagree	Undecided
1. Clearly defined goals contribute to wise spending.			
2. A large income is essential to security and happiness.			
3. The power of choice is present with incomes of all sizes.			
4. Budgets take the fun out of spending.			
5. Needs and wants are the same thing.			
6. Families with high incomes do not need to manage money.			
7. Parents should tell a child how to spend money.			
8. Family members should decide together how income will be used.			
9. High prices means top quality.			
10. The availability of energy is related to the cost of foods and services.			
11. Advertising is an important source of buying information.			

	Agree	Disagree	Undecided
12. Impulse buying is a good way to get the goods and services you really want.			
13. Teenagers should have their own charge accounts.			
14. Government services are free.			
15. Government protects consumer rights.			

Adapted from: Household Financial Services. (1977). Your Guide for Teaching Money Management. Prospect Heights, Illinois.

STEPS IN DEVELOPING A FINANCIAL FRAMEWORK

IDENTIFY NEEDS AND WANTS

ESTABLISH GOALS THAT REFLECT NEEDS AND WANTS

- SHORT TERM (UP TO 1 YEAR)
- INTERMEDIATE (1-5 YEARS)
- LONG TERM (5 YEARS PLUS)

RANK GOALS IN ORDER OF PRIORITY

- DATE OF COMPLETION
- DOLLAR VALUE OF EACH GOAL AT CURRENT PRICES

DEVELOP 3 BASIC FINANCIAL TOOLS

- NET WORTH STATEMENT
  - HOW MUCH MONEY DO I HAVE NOW?
- CASH FLOW STATEMENT
  - A RECORD OF PAST INCOME AND EXPENSES
- BUDGET
  - DETAILED GUIDELINE FOR SPENDING

Case 1

The Jones family consists of Mother, Father and Jimmy, age 13. Both parents work at professional jobs. Jimmy gets an allowance of $15.00 a week. With this he is expected to purchase lunch, entertainment and any extra things he wants.

Case 2

The Smiths are Mrs. Smith; Jane, age 13; and Joe, age 6. Jane does not get an allowance but has to ask her mother for money as needed. Mrs. Smith is a secretary.

Case 3

Susie lives with her mother. Her father sends her mother $100.00 monthly for her expenses. Her allowance is $5.00 per week which she can spend as she chooses.

Case 4

Mr. & Mrs. Rodriguez have five children. They are Juan, age 14; Rose, 10; Jose, 7; Maria, 6; and the youngest is 3. Mrs. Rodriguez stays home and provides child care for three other children. Mr. Rodriguez is a building supervisor. Juan gets his spending money from helping his mother care for the children after school. He gets $7.00 a week.

Case 5

Mr. and Mrs. Frederich live on the family farm. Their children are: Mark, age 13; and Linda, age 17. Mr. Frederich's mother also lives with them. Mark has to ask for the things he needs.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Record Keeping

OBJECTIVE:

To develop a systematic method of record keeping.

GENERALIZATIONS:

1. Systematic and accurate record keeping is helpful in identifying where our money goes and in estimating future expenses.
2. Record keeping includes a description of the action taken, date, and amount of money involved.

RESOURCES:

1. Manilla envelope with a "Record of Money" sheet attached for each student in the class.
2. Small white envelope labeled savings for each student in the class.
3. Paper money in 1's, 5's, and 10's.
4. Banker's envelope with an income and expense sheet to record all transactions.
5. Transparency: "Record of Money"
6. Overhead Projector
7. Overhead Grease pen

ACTIVITIES:

1. Student dramas to introduce case families to the class.
2. Select a student to be banker. (An assistant banker may also be chosen.) These students may or may not be involved in the case studies.
3. Give students envelopes that correspond with their case families. Explain that over the next few days they are going to keep a record of "cash flow" for the junior high student in their family.
4. Transparency: "Record of Money"
    A. Define income - money received
       expense - money paid out
       balance - cash available at any given time
    B. Have students determine their "net worth."
        1) Count money in his/her envelope and record cash on hand under balance.
        2) Count money in his/her savings envelope and record under savings balance.

C. Give examples and illustrate how to record (using transparency).
   1) School lunch $1.
   2) Received $5 allowance.
   3) Student received $10 on his/her birthday. He/she put $5 into savings and $5 in his/her wallet.
   4) He/she needed new tennis shoes. His/her parents gave him/her $20. He/she took $10 out of savings to buy the shoes.
   5) He/she got $20 from his/her parent/guardian to go to Adventureland with the understanding that he/she would return the change. Expenses:
      $10.00 gate charge
      $ 2.75 snacks
      $ 3.75 lunch
      $ 2.00 souvenir

D. Give more examples until students know how to do it.

5. Explain to the class the following:

"As we study consumer management and the steps in developing a financial framework, you will receive a set of financial problems each day. You are to handle these financial decisions the way you feel the junior high student in your case family would. If your student has no money of his/her own you will have to ask the teacher for money much like the student in your case family would ask his/her parents/guardian. Keep an accurate account of income and expenses on a daily basis. Be sure to balance after each entry. These envelopes will be turned in at the end and evaluated on 1) neatness, 2) accuracy, and 3) completeness. No judgment will be made as to how the money was spent. Later, as a group, you will use these 'cash flow' records to develop plans for the student in your case family."

6. Assign: Creative Living, pp. 191-196.

NAME ______________________

PERIOD ______________________

RECORD OF MONEY FOR CASE FAMILY # ______

DATE	DESCRIPTION OF ACTION	INCOME	EXPENSES	BALANCE

RECORD OF SAVINGS

DATE	DESCRIPTION OF ACTION	DEPOSIT	WITHDRAWAL	BALANCE

NAME ______________________________

PERIOD ______________________________

BANKER'S LEDGER

DATE	TRANSACTION	DEPOSIT	WITHDRAWAL	BALANCE

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Resources

OBJECTIVES:

1. Identify resources.
2. Show how resources may be used to satisfy needs and wants.

GENERALIZATIONS:

1. Individuals, families, schools, communities, time and money are resources available to fulfill needs and wants.
2. Resources may be combined or traded to meet needs and wants.
3. Management is planning for and using resources to meet needs and wants.

RESOURCES:

1. Creative Living, Chapter 25, pp. 191-196.
2. Handouts: "My Resources"
   "Case Study Problem #1"

ACTIVITIES:

1. Define resources.
2. Have students list all the resources they have used at school today. Which are most important?
3. Students rule three columns on paper labeled, "I am a wasteful person, I am not a wasteful person, What I could do to use resources more effectively." Brainstorm 5 minutes. Discuss ideas.
4. "What makes some people more effective managers of resources? Wasteful?"
5. "List human and non-human resources on the board. (Skills, talents, knowledge, imagination, energy, emotional support, basic needs, tools, money, time, material things.)
6. Discuss methods to increase resources (energy, money, and knowledge).
7. Cite examples of how to exchange or substitute resources.

8. Assign:
   A. "My Resources"
   B. "Case Study Problem #1"

   Remind students to record all transactions on their money record and turn money spent into the banker. "Case Study Problem #1" should be placed inside their envelope when completed.

   C. Read pp. 30-32, Creative Living.

NAME ______________________________ CLASS __________ DATE _______

MY RESOURCES

Directions: What are your resources? You probably have more than you think. Think hard about it and list as many of your resources as you can below. Put this sheet in your envelope when you are finished.

Me as a resource:

My family as a resource:

My school as a resource:

My community as a resource:

Time as a resource:

Money as a resource:

Taken from: Vocational Home Economics Unit, State Board for Community College and Occupational Education. (1984). Colorado Prevocational Home Economics Basic Skills For Quality Living. Denver, Colorado.

NAME ____________________

PERIOD ____________________

CASE STUDY # ____________

CASE STUDY PROBLEM #1

Directions: Listed below are some of the problems that might arise in the life of a junior high student. Problems 1 and 2 do not apply to all case families. Answer only the problems that are labeled for your case family. Put this sheet inside the envelope when you are finished.

1. Today is your birthday. Your aunt sent you $10. (Family case studies 2 & 5)

2. $5 was stolen out of your gym locker. (Family case studies 1, 3 & 4)

3. You found $1 on the sidewalk. No one was around to claim it. It's yours. (Family case studies 1, 2, 3, 4 & 5)

4. You borrowed $2 from a friend last week. Your friend reminds you and he/she needs it right now. Tomorrow at the latest. (Family case studies 1, 2, 3, 4 & 5)

5. You need to read a particular book for your English class. It is for sale at the bookstore for $4. Do you have $4? Do you want to spend it on the book? If not, what can you do? (Family case studies 1, 2, 3, 4 & 5)

6. You are having problems with your parents/guardians. They just don't seem to understand the problems of a 13-year old. You need to talk to someone. Where might you go? (Family case studies 1, 2, 3, 4 & 5)

DID YOU REMEMBER TO ENTER ANY MONEY TRANSACTION ON THE MONEY RECORD SHEET ON THE OUTSIDE OF YOUR ENVELOPE? REMEMBER, ANY MONEY SPENT MUST BE TURNED IN TO THE BANKER.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Needs and Wants

OBJECTIVES:

1. Identify basic needs.
2. Differentiate between basic needs and wants.
3. Perceive needs and wants as demands on our resources.
4. Acknowledge the identification of needs and wants as a beginning in developing a financial plan.

GENERALIZATIONS:

1. Meeting our needs is essential to survival.
2. Wants are satisfied through the purchase of goods and services desired but not essential for survival.
3. Individual needs and wants can be influenced by environmental factors, e.g., family upbringing, culture.
4. Identifying needs and wants is the beginning of a financial plan.
5. Changes in needs and wants are a result of stages in development and changes in environment.

RESOURCES:

1. Creative Living, Chapter 4, pp. 30-32.
2. Chalkboard and chalk

ACTIVITIES:

1. On the chalkboard write:
   "In my life, I need ______________________________ to be happy."
   "In my life, I want _________________________ to make life enjoyable."

   Have students write down five things for each statement to be shared with the class.

   Questions: Which items are common to many?
   Why might that be? (peer pressure, advertising, family upbringing)
   Which items are unique? (stress importance of individuality)

2. Have students arrange the following list according to the importance to everyday living.

   gas, electricity, sun, food, water, air, clothing, paper, soap, housing, school items, toys, junk food, exercise

3. Design a bar graph on the board showing the top five items for the class.

4. Define wants and needs. Compare and contrast.

5. Questions: Are wants and needs equal?
   Do they change?
   What influences them?
   How has our society changed in wants and needs?

6. Assign: Write five wants for each stage of life: baby, teen, college, parent, grandparent.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Values or Principles

OBJECTIVES:

1. Define values and principles.
2. Give examples of values that influence our use of resources.
3. Analyze the source of our values.
4. Be aware of the individuality of values/principles.

GENERALIZATIONS:

1. Values/principles are deep-seated, individual and social beliefs that influence how we act.
2. Values/principles reflect many things in our environment, e.g., family, church, culture, friends, and organizations.

RESOURCES:

1. Creative Living, Chapter 4, pp. 30-32.
2. Handouts: "Values/Principles"
   "Family Case Study Problems #2"

ACTIVITIES:

1. Define principles: your beliefs about what is right and what is wrong, and your guidelines for living with yourself and others.
2. Discussion: Do we all have the same values or principles? Why? What types of things influence our principles? (religion, family, friends, famous people, culture, organizations, etc.)
3. Have each student identify a specific person in his/her life that has influenced his/her values and how.
4. Handout: "Values/Principles"

   Have students complete this individually as they feel the student in their case family would.
5. Review with the class how to average scores. (Add up the scores given to an item by members in your group. Take that total score and divide by the number of people in your group responding to that item.)

6. Divide class into case families to determine the average values for their families. It is the average value rating each student is to use in making financial decisions on the problem sheets. Put "VALUES/PRINCIPLES" into their money envelopes for future reference.

7. Assign: "Family Case Study Problems #2," to be completed individually and not discussed with other case family members. Remind students to enter all transactions on the money record and turn all money spent in to the banker. Put problem sheet #2 inside student's envelopes when they are finished.

VALUES/PRINCIPLES

Directions: In Column 2 (Person 1), please number in order the items below as you think the 8th grade person in your case study would. Later you will be able to compare your order with others in class who have the same case study.

	Average	Person 1	Person 2	Person 3	Person 4	Person 5
Freedom						
High school education						
College education						
Straight A's						
Marriage						
Religious freedom						
Happiness						
Lots of friends						
One good friend						
Respect for parents						
Time to be alone						
Having everything I want						
Service to others						
Lots of beautiful clothes						
Beautiful hair and skin						
Sports car						

NAME ____________________

CASE STUDY NUMBER ________ PERIOD ____________________

FAMILY CASE STUDY PROBLEM #2

Directions: Study the problems listed below in relation to the case study family assigned to you. Write how the junior high member in that family might handle each problem. Enter any money transaction on the Record of Money sheet attached to your envelope. Turn in any money spent to the banker. Put this sheet inside your envelope when you are finished.

1. Friday night you agreed to babysit for a neighbor. Since you agreed to babysit you received an invitation for an overnight with a friend. You really want to go, but you know this neighbor is counting on you. You could earn $8 babysitting. What will you do?

2. You have a report due in class on Monday and you need a folder to put it in. It costs $1.

3. Your friends are going to a movie Saturday night. It will cost $3.00 to get in and if you have any snacks it will cost $2.00 more. Will you go? How will you pay for it?

4. You have been offered a babysitting job on a regular basis for the Iowa State football games. There are eight games this year and you know you will earn approximately $10 for each one. The time commitment each Saturday would be from 11:30 until 5:30 or 6:00. What will you do? If you accept you will earn your first $10 this Saturday.

5. The sign up sheet just went up for the 8th grade ski trip. The cost will be $80 per student. Do you hope to go? Will you talk to your parents about it? Would you be willing to pay all of your way or part of it?

6. Your friends just decided to go to McDonald's after school. Do you have any money with you? Will you go? How much will you spend?

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Goals

OBJECTIVES:

1. Define goals.
2. Give examples of short-term goals as steps to meeting long-term goals.
3. Outline several short-term goals for the students in their case families.

GENERALIZATIONS:

1. Goals are the targets we set for ourselves that reflect our needs, wants and principles.
2. Long-term goals may be met through a series of short-term goals.

RESOURCES:

1. Creative Living, Chapter 4, pp. 30-32.
2. Handout: "Case Study Problem #3."
3. Chalkboard and chalk.

ACTIVITIES

1. Introduction: What deadline have you missed lately?
   How did you feel?
   Will your behavior change in the future?
   How?
   Setting goals can help us meet deadlines.

2. Define: goal - targets we set for ourselves to accomplish
   short-term goal - something that can be accomplished right away
   long-term goal - something that you plan to accomplish farther in the future

3. Identify one long-term goal on the chalkboard. Have students give examples of short-term goals designed to meet the long-term goal.

4. Define: fixed goals - can only be met at a certain time
   flexible goals - can be reached at different times

5. Break the class into groups of 3-4 students. Brainstorm five fixed and five flexible goals. Report back to class.

6. Handout: "Case Study Problem #3"

   Students are to do this individually and put the sheet in their money envelope when finished.

NAME ______________________

PERIOD ____________________

CASE FAMILY # _____________

CASE STUDY PROBLEM #3

Directions: Answer the following questions in relation to the case family assigned to you. Remember to record any transactions on your money record and turn money spent into the banker. Put this sheet inside your envelope when you are finished.

1. Write a paragraph identifying a long-term goal for the junior high student in your case family. Is this based on a need or a want? Identify what principle or value this reflects. Outline three short-term goals the student may use in achieving the long-term goal.

2. The 8th grade class is going on a ski trip. The cost is $80. The student's parent/guardian said he/she could go. They will give him/her $30 toward the trip. He/she will have to earn the remaining $50. A $10 deposit is due now and the balance is due in two months when they go.
   Will he/she go?
   What will he/she do?
   How will he/she pay the deposit?
   Outline several short-term goals he/she might use to go on the trip.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Decision Making

OBJECTIVES:

1. Define decision making.
2. Use the steps of decision making to solve problems.
3. Perceive the advantages of a step-by-step process of decision making.

GENERALIZATIONS:

1. Decision making is a systematic process that can be useful in financial planning.
2. A step-by-step method of decision making can result in a more desirable choice than decisions made on impulse.

RESOURCES:

1. Transparency "Decision Making"
2. Handout: "Tough Choices"
3. Overhead Projector

ACTIVITIES:

1. Define: Decision making - a systematic process of solving problems.
2. Transparency: "Steps in Decision Making"

   Go over these steps with the class and give examples.
3. Prepare students for the panel coming to class tomorrow to talk about planning. Have students prepare questions to ask members on the panel.
4. Assign: "Tough Choices"

   Remind students to record all transactions and turn in all money spent to the banker. "Tough Choices" should be placed in the student's money envelope when completed.
5. Students should complete all record keeping before class tomorrow.

STEPS IN DECISION MAKING

1) UNKNOWN ANSWER TO A PROBLEM

2) RISKS AND DOUBT IN PROBLEM

3) NEEDS AND CIRCUMSTANCES

4) PREVIOUS CHOICES AND MONEY AVAILABLE

5) REFERENCES AND FRIENDS' IDEAS

6) EVALUATE THE RESULTS OF CHOICES

NAME ____________________

PERIOD ____________________

CASE STUDY # ______________

"TOUGH CHOICES"

Directions: Use the steps in decision making to solve the problems stated below as you think the junior high student in your case family should handle them. Put this sheet inside your envelope when you have finished.

1. The junior high student in your case family needs new athletic shoes. The "popular kids" in his/her crowd wear a certain brand of athletic shoes. He/she wants the same kind everyone else has. They cost $43. His/her parents gave him/her $30. They said that was more than enough to pay for athletic shoes. There is a certain store having a sale on the shoes about which his/her parents were thinking. They are good shoes and they cost only $26. He/she really doesn't want any shoes except the ones that cost $43. His/her parents or guardian cannot give him/her the extra money.

   a. List all the alternatives (good and bad) he/she could choose.

   b. Which is the best solution? Give reasons for your answer.

2. The junior high student in your case family bought a new sweater. It's just what he/she really wanted and he/she plans to wear it to the school dance. When he/she got it home, he/she discovered it has to be dry cleaned. It will cost $2 every time it is cleaned.

   a. Think of and list as many alternate solutions to this problem as you can.

   b. If the sweater was bought on sale, how would that make any difference in their possible solutions?

   c. What should the junior high student in your case study do?

3. The junior high student in your case study was with a friend when they saw an item on the sale rack that they thought their friend would like for his/her birthday. The sign above the rack said $5 an item. They took out a $10 bill to pay for the item. The clerk said there had been a mistake. The item was not on sale and the price was $9.

   a. Should they buy it anyway and pretend they thought it was $9? Why or why not?

   b. Do you think either one of them should risk looking like a cheap-skate and tell the clerk they thought it was $5 and put it back? Why?

Adapted from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Panel Discussion on Financial Planning

OBJECTIVES:

1. To be aware of the uses of financial planning by various people.
2. To communicate their concerns regarding financial planning with others.
3. Seek answers regarding financial planning.

GENERALIZATIONS:

1. People in all stages of life use financial planning to meet demands on their resources.
2. A financial plan is as unique as the person who develops it based on his/her individual needs, wants and principles.

RESOURCES:

1. 3-4 panel members

   Example: recent H.S. graduate (working)
   homemaker
   professional (school principal)
   college student

ACTIVITIES:

1. Introduce panel members. Have members address concerns and questions shared with them when you requested their participation.
2. Open up for class discussion and questions.

SAMPLE QUESTIONS FOR PANEL MEMBERS

What are your financial goals?

How did you identify these goals?

How do you plan to meet these financial goals?

How do financial goals change?

How important are spending and saving habits? When do they begin? What advice do you have for 8th graders regarding their money habits?

What are some examples of good choices you made with money? Some bad choices? How did you live with each?

How do you deal with savings? How important are savings in your financial plan? What do you use savings for?

How important is it that financial decisions are made by the couple, the entire family?

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Budgeting

OBJECTIVES:

1. Acknowledge the budget as a tool in financial planning.
2. Explain the budgeting process.
3. Apply budgeting principles to specific situations.
4. Develop a budget for the student in his/her case family.
5. Explain how to carry out a budget.

GENERALIZATIONS:

1. A budget begins with an estimation of income and expenses and results in a prescription for spending to help in reaching financial goals.
2. Basic budgeting pinciples may be applied to almost any situation.
3. The success of meeting individual needs and wants by using a budget may be determined through record keeping.

RESOURCES:

1. Transparencies: "The Quarter Gobblers"
   "Let's Make A Deal"
   "The Spending Plan"
2. "Group Assignment Sheet"
3. Overhead Projector
4. Teacher resource--Answers to Overhead

ACTIVITIES:

1. Using transparencies take the students step by step through:

   "The Quarter Gobblers"
   "Let's Make A Deal"
   "The Spending Plan"

2. Assign: "Group Assignment Sheet"

   Meet in your case families and develop a spending plan for the students in your case families. Explain the assignment sheet in detail.

3. Have students present their budgets to the class.

4. Turn in for evaluation
   - A. Money record envelopes
   - B. Final budget plan

OPTIONAL EXTRA CREDIT ASSIGNMENT:

Develop a financial plan for their own personal use using the "Extra Credit Assignment: Financial Planning Worksheet."

"THE QUARTER GOBBLERS"

J.J. reached into his pocket and took out his last quarter. He put it in the pop machine.

J.J. knew he spent a lot of money on snacks and small fad items, but he really loved to snack. He also enjoyed meeting his friends at the local hangout after school. J.J.'s mother didn't mind. She knew most of the crowd were kids from the middle school and the manager was one of her friends. Her only objection was that he spent much of his weekly allowance on small items and refreshments and he often had to ask for more money before the week was over. In fact, she called the snack machines "those crazy quarter gobblers."

Just as he was leaving, his friend, Rusty called to him, "Hey J.J., want to go to the movie tonight with Erik and me? My dad will drive us." J.J. started to say he would, but then he remembered he had no more money. "I don't know yet, Rusty. I'll have to ask Mom. I'll call you when I find out."

He shoved his hands in his pockets and with his head down, slowly began walking home. His pockets felt empty and he felt very glum. "I'm always broke," he thought. "Last week when I ran out of money, Mom couldn't give me extra. She may not be able to this week either. Rusty and Erik always have plenty to spend. Maybe I would too, if my folks hadn't gotten a divorce."

J.J.'s parents had separated last year. They had argued a lot and finally they decided it would be best if they weren't married any longer. J.J.'s dad sent them some money and his mom had gone back to work. Her job in the discount store did not pay a lot, even though she was a department manager. Often J.J. had to wait for the things he needed until his dad's check came. "I hope Dad's check came today," he thought, "then maybe Mom can give me the money to go to the movie tonight." The thought made him feel better. "This is the last Friday of the month, and the check usually comes on Friday or Saturday." He felt so much better that he began to jog the last three blocks home.

Study J.J.'s Spending Plan. It shows how much money J.J. spent this week.

1. Do you think it is J.J.'s parents' fault he has run out of money? Give your reasons.

2. Add all the expenditures each day and total them. How much money did J.J. receive per week?

3. Circle all essential expenses. How much money did he spend on non-essential things?

4. He needed at least $3.00 to go to the movie. How could he have managed his money so he could have gone to the movie without asking for more money?

5. Why is it important that a family save some of their paycheck?

6. Do you think J.J. should save part of his allowance?

7. J.J.'s mother expected him to buy his school supplies and lunches with his allowance. He was also supposed to use it for his expenses for entertainment and refreshments. Do you think she was being reasonable? Give your reasons.

Adapted from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

J.J.'s Weekly Expenses

Monday

School lunch	1.25
Candy bar	.30
Soda pop	.50
Small fad item	1.00

Tuesday

School lunch	1.00
Corn Chips	.25
Soda pop	.50
Notebook	1.50

Wednesday

(Brought lunch)*	
Carton of milk	.25
Ice Cream Cone	1.00
Small fad item	1.25
Phone call	.25

Thursday

(Brought lunch)*	
Carton of milk	.25
Phone call	.25
Small fad item	.75

Friday

Lunch	1.15
Soda pop	.50
Pencil	.25
Art Project	.50
Small fad item	1.25

*Please note J.J. always ate lunch.

NAME ______________________

PERIOD ____________________

"LET'S MAKE A DEAL"

"Mom," J.J. called as he opened the door. "Did Dad's check come today?" "Yes, J.J., it did. Why are you asking? Do you need more money again?" Mrs. Alexander asked. "Well, yes, Mom," he replied, "but how did you know?" "Because you have been asking for money almost every week, that's how! J.J., this has got to stop. Don't you realize I have bills to pay? I know you love to go to the hangout after school, but you are spending too much money there." Her voice began to get higher and louder.

"I'm really sorry, Mom," J.J. said, hoping to calm her down a little. "I'm not sure what happens to my money." "I can understand that," replied Mrs. Alexander, "and I know how important it is for you to be with your friends, but please understand that I have money problems, too."

J.J. knew his mother had to be very careful how she spent her money. "Now, what did you need extra money for this time?" his mother asked. "Rusty and Erik want me to go to the movie tonight. Mr. Adams will drive us," J.J. said hopefully. His mother looked thoughtful for a few minutes, then finally said, "Tell you what, J.J., let's make a deal. I'll give you money to go to the movie tonight, but tomorrow we'll sit down together and try to figure out a better way to handle your money."

"Okay, Mom, that's a deal," J.J. said. "And thanks." He picked up the telephone and began to dial Rusty's number.

Of course all families do not have the same income. However, all families have certain bills that must be paid. List some monthly bills nearly ALL families have to pay.

What happens if your family cannot pay the housing bill?

Look at the other items on your list. What would happen if your family could not pay these bills?

Does your family have a spending plan? Yes _____ No _____ Don't know ____

(NEVER talk about how much money your parents make, or other private family matters.)

Do you have a spending plan for your money? Yes ______ No ______

Adapted from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

NAME ______________________

PERIOD ____________________

"THE SPENDING PLAN"

The next morning when J.J. came into the kitchen, Mrs. Alexander looked up. "Good morning, J.J., did you have fun last night?"

"Sure did, Mom, thanks for giving me the extra money," replied J.J. "I haven't forgotten our deal either. As a matter of fact, I have written down as much as I could remember about how I spent my allowance last week. It will give us something to go by."

"Good for you!" said his mother. "Your list will tell us what items to include in your plan."

"J.J.," she began, "every payday I write down all the bills that have to be paid. I allow a certain amount for groceries and put some in our savings account. We include some money for entertainment and some for various things we may need that I don't know about right then. I call them 'miscellaneous expenditures,'" she explained. "I add these figures together and see if the amount is the same amount as our income. Then after I decide the amount for each item we try not to spend more than the plan says we can spend," his mother continued. "This is why the checkbook may say I have plenty of money in the bank, and I tell you we can't afford something. The money left in the account may have to pay the gasoline bill or something else we must have. If I did not have a spending plan every month, I'm afraid we would run out of money."

"I get it," said J.J. "I decide how much I can spend at the hangout and when I've spent that much, I quit," he said.

"You have the right idea, Son," his mother replied. They got some paper and pencils and began to talk about things J.J. needed.

"What are the most essential things you must spend money for?" asked his mother.

"What's essential?" asked J.J.

"Essential means something you must have," answered Mrs. Alexander.

"Lunch and school supplies," replied J.J. thoughtfully as he wrote them down.

"Now write down things you should include, besides entertainment and refreshments," his mother continued.

J.J. wrote them down.

"Last you write down things you want but are for your own pleasure and are not essential. Don't forget that you need some money for the weekend." Once again J.J. listed the items.

"Now, let's write in how much you will spend on each item," she said. J.J. thought very hard. Perhaps he didn't need to drink all those colas. He could snack at home. Then he had another idea. "Maybe I could take my lunch three days a week instead of two," he suggested. At last the spending plan was finished. Suddenly he had another idea about how he could save some money. J.J. was thinking about how his dad often said something about "money burning a hole in his pocket." Perhaps he was right. If he had it with him he might spend it. He would just carry the amount he needed.

His mother smiled. "That looks good, J.J. Let's see how it works this week. If it isn't quite right, we can always change it. Here's your allowance, Son. Good luck!"

J.J.'s Spending Plan

Allowance		$15.00
Essentials		
Non-Essentials		
	TOTAL	$15.00

Adapted from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

ANSWERS TO OVERHEADS

"THE QUARTER GOBBLERS"

1. Responses will vary, but should indicate thoughtful analysis of the story.

2. $14.95

3. a. Circle:

Monday	
School lunch	1.25
Pay back Erik	1.00

Tuesday	
School Lunch	1.00
Notebook	1.50

Wednesday	
Carton of Milk	.25
Phone Call	.25

Thursday	
Carton of Milk	.25
Phone Call	.25

Friday	
Lunch	1.15
Pencil	.25
Art Project	.50

   b. Total spent on non-essentials - $7.65

4. Responses will vary, but should include cutting down on treats and small fad items.

5. Responses will vary but should show an understanding of the need to save for emergencies or unexpected expenses.

6. Yes.

7. Answers should be satisfactory to the instructor.

"LET'S MAKE A DEAL"

Responses will vary. The summary questions should be answered to the satisfaction of the instructor.

PERIOD ____________ NAMES ____________

CASE FAMILY # ____________ ____________

____

____

GROUP ASSIGNMENT SHEET

Directions: Following the step-by-step plan outlined below, prepare an oral presentation to be given to the class and a final budget for the junior high student in your case family to be handed in.

1. Average the values each member of your group gave the case study family. To figure the average, add up the score given to an item by each member of your group. Take that total score and divide by the number of people in your group responding to that item. That is your average.

2. Using the average from the value sheet and the record of money from each member of your group, plan the budget for the junior high student in your case study.

3. Prepare an oral presentation using all members of your group. Be sure to include the following:

   a. description of your case family--BE CREATIVE in your presentation!!
   example: role play, illustrate with pictures from a catalog, etc.

   b. the top 5 values from the average on the value sheet

   c. beginning balance in savings and other income

   d. the final budget plan and the decision making process leading up to the final plan
   example: ski trip - Why did the student choose to or not to go?
   How will it be financed?

4. Give an oral presentation to the class using visuals. It should not be more than 5-10 minutes in length.

5. Turn in envelopes and "Case Study Budget For Junior High Student" to the teacher.

PERIOD ______________ NAMES ____________________

CASE FAMILY # ______ ____________________

____

____

CASE STUDY BUDGET FOR JUNIOR HIGH STUDENT

Project Summary

Beginning Balance $ ______________

Regular ______________

Savings ______________

INCOME		**EXPENDITURES**	
Allowance		Savings (deposits)	______________
Fixed	______________		______________
Asking	______________	Expenses	______________
Babysitting	______________		______________
Withdrawal from savings	______________		______________
			______________
Others	______________		______________
TOTAL	$______________		______________
		TOTAL	$______________

Ending Balance ______________

Regular ______________

Savings ______________

CRITERIA FOR EVALUATING ENVELOPE

1. Neatness.
2. Completeness
    a. "My Resources"
    b. Case Study Problem Sheet #1
    c. Value Sheet
    d. Case Study Problem Sheet #2
    e. Case Study Problem Sheet #3
    f. "Tough Choices"
3. Accuracy in entering transactions.
    a. mathematical
    b. categorical (entering data in correct columns)

CRITERIA FOR EVALUATING FINAL BUDGET AND ORAL PRESENTATION

Final Budget

1. Plan reflects "average" values determined for the case family.
2. Accurate and complete.
3. Shows application of knowledge.

Oral Presentation

1. Interesting.
2. All group members participated.
3. Covers all important points related to the case family.
4. Shows application of knowledge.

NAME ______________________

PERIOD ______________________

EXTRA CREDIT ASSIGNMENT:

"FINANCIAL PLANNING"

Directions: Using the information given to you in this unit, you are to develop the following financial tools in relation to your own spending.

1. Net Worth Statement: On a Record of Money Sheet similar to the one used in class, enter your "cash on hand" in the balance column. Enter your current savings in the balance column of your savings record.

2. Cash Flow Statement: record of income and expenses. For two weeks keep a record of your income and expenses. Enter all transactions daily onto your Record of Money Sheet.

3. Budget: Using your net worth and cash flow statements as a basis, develop a budget for spending.

4. Answer the following questions:
    a. How does your budget reflect your needs and wants?
    b. How does your budget reflect your values?
    c. Identify a long-term and short-term goal reflected in your budget.
        1) long-term:
        2) short-term:

Turn in:

1. Record of Money Sheet
2. Proposed Budget
3. This worksheet

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Shopping for Price and Quality

OBJECTIVES:

1. Explain connection between price and quality.
2. Identify characteristics desirable in goods.
3. Compare products when shopping.

GENERALIZATIONS:

1. A higher price doesn't always mean quality.
2. Performance, durability, convenience, maintenance and safety are factors related to quality.
3. Comparison shopping can give the buyer information for making a choice.

RESOURCES:

1. Textbooks: Creative Living.
2. Film: "Brand Names and Labeling Games"

ACTIVITIES:

1. Introduction: Use the film, "Brand Names and Labeling Games" (S20290F, Media Resources Center, ISU).
2. Read: Chapter 30, pp. 222-227 in Creative Living.
3. Discuss
   A. Before you shop
      1) Standards of quality (p. 223).
      2) A higher price doesn't always mean quality. Know what you have to spend (pp. 223-224).
      3) Suitability - Have some idea of what you want before you go to the store (p. 224).

   B. When you shop (pp. 224-227)
      1) Comparison shop - Compare features and price of each before you buy.
      2) Ask for a demonstration.
      3) Ask to see a sample.
      4) Is it assembled? If not, are the directions clear?
      5) Check the labels.
      6) Warranties.

4. Divide the class into 5 groups or work individually. Explain that throughout the next few days, they will be investigating a particular product in great detail to make a purchasing decision.

a) food	e.g., peanut butter, fruit drinks
b) apparel	e.g., backpack, jeans
c) electronics	e.g., stereo, computer
d) transportation	e.g., bicycle, moped
e) grooming product	e.g., shampoo, deodorant

Each group will be required to hand in a written report, Product Research Report, and give an oral presentation.

5. Extra Credit Assignment: Research a product of your choice in addition to the product assigned to you. Hand in a written Product Research Report.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Sources of Consumer Information

OBJECTIVES:

Identify the many different sources of information available to consumers.

GENERALIZATIONS:

Consumer information can be obtained from consumer publications, e.g., pamphlets, magazines; government publications; advertisements; labels; and other consumers.

RESOURCES:

1. A collection of consumer magazines, government publications and a Consumer Index.
2. Chalkboard and chalk.
3. Handout: "Product Research Report" (one per student)

ACTIVITIES:

1. Ask questions:

   When you need to know someone's telephone number, where do you go?

   If you need to write a report on the Alamo, where might you look?

   You are about to purchase a stereo for which you have saved a long time. Do you know everything you need to know to make the purchase? If so, where did you find out? What was your source? If not, where might you look?

2. There are many sources of consumer information available. Can you name any?

3. Sources of Consumer Information--list on the chalkboard

   A. Consumer Magazines
   Consumer Report--Penney Power
   Consumer's Research
   Changing Times
   Consumer Digest
   Money

   B. Consumer Index is a list of products and services that have been reviewed in these consumer magazines.

C. Government Publications
Extension Bulletins

D. Advertising

E. Labels

F. Asking friends, relatives, or other consumers.

4. Write on the chalkboard "Fact" and "Opinion."

   Which sources will "give" us factual information, opinions or both? What type of information is most helpful? Why is it important to differentiate between fact and opinion?

5. "Over the next few days we are going to look more closely at sources of consumer information. Our concentration will be on the factual information that can be obtained from each of these."

6. Introduce students to Consumer Magazines and Government Publications. Give them some guidelines on how to find information related to their product. Tomorrow you will have class time to begin research.

7. Handout the "Product Research Report." Go over this sheet with the students explaining what you want.

PRODUCT RESEARCH REPORT

NAMES ______________________________ NAME OF PRODUCT ____________________

______________________________ PERIOD ________________

____

____

____

Directions: Using the product assigned to you, complete the following questions. Use the back if additional space is needed.

1. Name the product.

2. What do you need this product to do for you?

3. What do you want this product to do for you?

4. What information do you need to make a choice?

5. List information available about this product from as many sources as you can find. Use at least one from each category.

   a. Consumer Magazines and Reports
      (Give complete bibliographical information about source.)

   b. Government Publications

c. Labels

d. Advertisements (include examples of ads mounted on typing paper)

e. People

6. Give the 3 top choices of this product that you would consider buying and why.

7. Explain how the price might affect your choice.

8. Briefly summarize the steps you went through to arrive at the choices. How could you use them again on a different product?

9. Prepare an oral presentation to be given to the class. Cover all of the major points on the written report. All group members should participate. Be creative!! (e.g., bring examples, make a poster, do a drama, game).

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Consumer Magazines and Government Publications as sources of consumer information

OBJECTIVES:

Use consumer magazines and government publications in obtaining information for the planning of a purchase of a product.

GENERALIZATIONS:

Consumer magazines and government publications usually give us unbiased factual information. Many times consumer magazines and government publications compare many brands and types of products.

RESOURCES:

Use of the school library or magazines and government publications from the library for students to use in researching their products.

ACTIVITIES:

Students have the class period to research their product and work in their groups. If possible, arrange for students to work in the school library.

UNIT: Life Skills in Money Management and Ccnsumer Choices

TOPIC/CONCEPT: Advertising

OBJECTIVES:

1. Identify advertising as a source of factual consumer information.
2. Differentiate between factual information and misconceptions in advertising.
3. Identify "Hidden Costs."

GENERALIZATIONS:

1. Advertising contains many facts which may be helpful in planning the purchase of products.
2. If consumers are alert to the many emotional appeals and exaggerations frequently used in advertising, they will be less likely to make a decision on these appeals.

RESOURCES:

1. An audio cassette tape with several ads on it.
2. Handouts: "The Diamond Necklace" (one per student)
   Finding the "Hidden Costs" (one per student)
   Ad about "Diamond Necklace"

ACTIVITIES:

1. Play the tape of some advertisements.

   What facts can we pick out of the ads?

   What are some of the emotional appeals used?

   Are there any exaggerations?

2. Assign: "The Diamond Necklace."
3. Discuss "The Diamond Necklace."
4. Define "Hidden Costs".
5. As a class determine the hidden costs using "Finding the Hidden Costs."
6. Assign: Search for 3-4 ads on your assigned product. Identify the facts in each ad and mount on typing paper for your group project.

NAME ______________________

PERIOD ______________________

"THE DIAMOND NECKLACE"

Erin Hailey closed her math book and looked at the clock.

"Nine-thirty," she thought. "The Williams' will be home in thirty minutes. Mmmmm, let's see. I came to babysit at 6:00 and they will be home about 10 o'clock. I'll make $1.75 an hour and Mrs. Williams said she would pay $1.50 extra for washing the dishes." Then she laughed. "Math does come in handy once in awhile!"

Erin quickly figured how much the Williams' would owe her and then began to look through a magazine she had brought with her. An ad caught her eye.

"Precious jewelry," it said, "for only $5.98. A real .25 point diamond set in a crystal-like heart-shaped jewel." As she read on, she knew this necklace was just what she wanted. It was such a bargain and she would have a real diamond necklace.

"I can buy it with my babysitting money," thought Erin. The doorbell interrupted her thoughts. The Williams' were home.

"How were the children?" asked Mrs. Williams.

"They were very good, except Tommy ate only a half a sandwich and drank his milk. The children went to bed at 8:00. By the way, there is a phone message on the pad."

"Good job," said Mr. Williams and took out his billfold. "Since we were 15 minutes late, I will give you an extra fifty cents," he said.

"Thank you very much," replied Erin.

"May we call you agian, Erin?" asked Mrs. Williams.

"Yes," said Erin. "Tommy and Beverly are fun to take care of."

As Mr. Williams drove her home, Erin thought about the diamond necklace she would soon be wearing.

"Wow!" she thought excitedly. "That will be so neat!"

Directions:

1. Using the clues in the story, figure how much Erin made babysitting with Tommy and Beverly.
2. Look at the ad on the following page that Erin read in the magazine. Read it carefully. What facts are given in the ad? What are the exaggerations? Do you think she was wise to order the diamond necklace? Give several reasons for your answer.

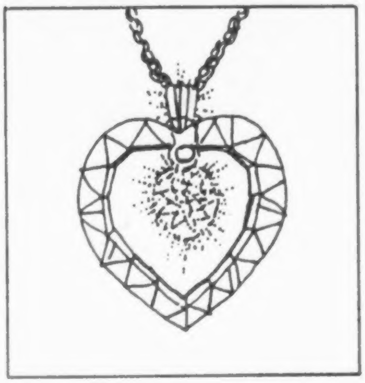
Taken from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

PRECIOUS JEWELRY

SPARKLING
Genuine .25 Point Diamond and Crystal-Like Heart-shaped Pendant

ONLY $5.98 *(worth much more)*

- ★ Genuine .25 Uncut Diamond Chip.
- ★ Long 16" Sterling Silver-Look Necklace.
- ★ Light Shimmers On The Crystal-Like Pendant.
- ★ Full $5.98 Refunded If Not Completely Satisfied.
- ★ See Rainbows When The Light Shines On It.



MAGNIFIED TO SHOW YOU THE EXQUISITE SHAPE AND CRAFTSMANSHIP

CLIP COUPON

PRINCESS GEMS INC.
50 Golden Blvd.
Dallas, TX 75942

☐ Yes. Please send me the genuine .25 point diamond and crystal-like pendant for only $5.98 + $1.00 postage and 50¢ handling. (Includes gift box with velvet lining.)

Amt. Enclosed ____________
(Check or Money Order)

Name ____________

Address ____________

City ____________ State ______

Zip ____________

If not fully satisfied, I will receive a full $5.98 refund.

Don't delay! Order today!
Limited supply at this Price!

ONLY ONE NECKLACE PER CUSTOMER

NAME ____________________

PERIOD ____________________

FINDING THE "HIDDEN COSTS"

Directions: Use the ad on the previous page to answer the following questions.

1. How much did the necklace cost? ____________________
2. How much postage and handling did Erin pay the company? ____________________
3. How much for the envelope ($0.10) and stamp? ____________________
4. Add the above numbers to find out how much the necklace would actually cost Erin. ____________________

Suppose Erin was not satisfied with the necklace and decided to send it back.

5. How much postage would it cost to return the package? ____________________
6. Erin would have to write a letter of complaint to tell them why she was returning the necklace. Write the amount she would pay for the envelope and stamp. ____________________
7. Add together questions No. 4, 5, and 6. This is the amount she would have spent for the necklace. ____________________
8. Write the amount the company said they would refund. ____________________
9. Subtract the answer to Question 8 from the answer to Question 7. (If Erin did not like the necklace and chose to get a refund, she would be losing this much money.) ____________________

Adapted from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Labeling

OBJECTIVES:

Identify consumer information on product labels.

GENERALIZATIONS:

1. Labels are affected by government regulations.
2. Useful label information can include contents, care, brand manufacturer, in addition to optional information, e.g., warranty provided by the manufacturer.

RESOURCES:

1. Textbook: Creative Living.
2. A collection of labels from all kinds of products. (At least one per student.)
3. Overhead projector and a grease pen or chalk and a chalkboard.

ACTIVITIES:

1. Read pp. 449 & 300-301 in Creative Living.
2. Look at labels. Organize information from 3 or more product labels into categories of facts, determined by each student.

   On blackboard or overhead, teacher and students identify categories (care, contents, etc.) of information.

   Students then put example of information in each category.

   Discuss usefulness of each category of information.
3. Assign: Creative Living, pp. 228-233.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Consumer Rights

OBJECTIVES:

1. Explain the importance of letting businesses know your complaint or satisfaction with a product.
2. Make an effective consumer complaint.
3. Know what steps to take if their complaint is not satisfied.

GENERALIZATIONS:

1. As consumers we have rights protected by law.
2. By directing complaints through the proper channels and in acceptable forms, the consumer can get satisfaction.
3. There are sources to help consumers who cannot get satisfaction on their own.

RESOURCES:

1. Textbook: Creative Living.
2. Transparencies: "Cheated?"
   "A Letter of Complaint"
   "Erin's Letter"

ACTIVITIES:

1. Read and discuss the "Consumer Bill of Rights," p. 229 in Creative Living.
2. Discuss steps to follow in complaining in person.

   Opt. have two students role play or teacher & 1 student.
3. Read through "Cheated?" and "A Letter of Complaint."
4. Discuss writing a letter of complaint. Use the overhead and make a transparency of Erin's letter.
5. Turn to page 231 in Creative Living. How would you react to these three letters of complaint? Why?
6. Discuss if complaining in person or writing a letter doesn't work, where they may go. Touch on government agencies & their responsibilities (p. 232 Creative Living).
7. Assign: 1/2 of the class write a letter of complaint on a product
   Creative Living, pp. 234-238

   Other half will receive an assignment tomorrow.

   Opt. Assignment: Have students research a government agency

NAME ____________________

PERIOD ____________________

"CHEATED?"

"Good-bye, see you tomorrow!" Erin called to her friends as she got off the school bus. As she walked toward her house, she noticed her grandmother's car parked in the driveway.

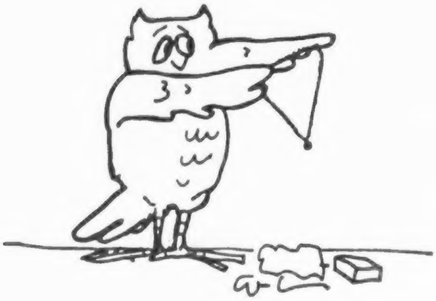
"Hi, Mom. Hi, Grandma!" called Erin as she opend the door.

"Hello, Erin," they answered. "You got a package in the mail today," said Mrs. Hailey. "I put it on your desk."

"It must be my necklace," she said as she ran upstairs to her room. Quickly she tore off the wrapping. Inside was a small white plastic box. She opened the lid and took out the necklace. She looked at it. She held it a little closer and looked harder.

"Oh," she cried. "Oh, no! This is terrible. Why, there's hardly any diamond at all! Just a little dot! The crystal looks like glass and the chain looks cheap. This isn't what I thought it would be like at all. I can't wear this!" Her Grandma came into her room.

"What's wrong, Erin?" asked Grandma.



"Just look at this necklace I ordered, Grandma. I am so disappointed," wailed Erin. "They cheated me." She told Grandma the whole story and then took the ad from her desk and showed it to her. Grandma studied it for a moment, "Well, Erin, legally they didn't cheat you," she began to explain. "What they did was print a tricky ad. If you don't understand about ads like this, it is easy to make a mistake. They word the ad in such a way that you THINK you are getting something you are not. Read the ad again. Did they tell you the setting was crystal and the chain sterling?"

"No," replied Erin. "They said 'crystal-like' and 'sterling-look'."

"And is it that way?" asked Grandma.

"Well-l-l, yes," said Erin hesitantly.

"Then they didn't lie to you, did they? The words 'sparkling' and 'exquisite' make you imagine things the ad did not tell you."

"But what about the diamond? I can hardly see it!" asked Erin. Grandma took a pencil and paper and made a small dot on the paper. "This dot is about the size of a .25 point diamond. Yesterday, I saw an ad that said the stone was a 1 point diamond. That would be the size of four dots." The customer may think they are getting a large diamond because they do not understand about precious stones. They confuse 'points' with 'carats'," explained Grandma.

"I read the other day that more people than ever before are ordering things by mail. It saves them a lot of time, but people need to know how to spot tricky advertising. Maybe I can help you, Erin," she suggested. "I will write some ways to spot an ad that may be a poor risk."

"Thank you, Grandma," said Erin. "I wish I'd known these things before I ordered the necklace." After Grandma made the list they looked through some magazines, and used the list to pick out good and poor ads.

"Grandma! Erin! Dad's home and supper is ready," Mrs. Hailey called.

"We'll be right there, Mom," answered Erin. As they started down the stairs, Erin hesitated for a moment and with a big grin, turned to her grandmother and said, "Hey Grandma! Want to buy a diamond necklace? I'll sell it to you cheap!"

Taken from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

NAME ____________________

PERIOD ____________________

"A LETTER OF COMPLAINT"

After supper, Erin joined her mom and dad in the family room where the TV show they were watching was just ending.

"I've been thinking about the necklace all evening," Erin began. "I spent my babysitting money for it, and now I wish I hadn't. I feel so dumb."

"Erin," said her father, "we all do things we wish we hadn't once in awhile, and sometimes it costs us our hard-earned money, but I've always felt we learn by our mistakes. Luckily, you didn't spend a lot of money to learn a lesson."

"I guess I did learn some things, Dad," she said. "For one thing, I think I'll ask you or Mom next time before I order something."

"I understand," said her mother, "but we told you your babysitting money was yours to spend the way you wanted to. I think it was pretty grown up to find out about a money order and then go buy one. If you had asked us we would have told you about tricky ads, but this way you learned 'the hard way.' I'm sure you'll remember and be more careful next time."

"Believe me, Mom, I will be more careful," said Erin. "How do I get my $5.98 back? Do I wrap up the necklace and send it back or what?"

"You should write a letter of complaint," said Dad. "Tell the company you do not like their product and why. Then, ask if they want you to return it and tell them that you want your money back."

"Will you help me write it, Dad?" asked Erin.

"Go get some paper," her dad replied. With her parents' help Erin finally had the letter finished.

"This is the rough copy," said her mother. "Always send a letter that is neatly written and with correct spelling. Tomorrow you can recopy it."

"I wonder how companies like that stay in business, especially if everyone asked for a refund?" asked Erin.

"Some companies do go broke, but others stay in business because people do not take the trouble to complain about their merchandise."

"Well, believe me," said Erin. "I AM GOING TO COMPLAIN. It isn't nice to try to fool this kid!"

Taken from: Hansen, Joan. (1984). Comprehensive Guide For Exploratory Home Economics Programs. Columbia, Missouri: University of Missouri.

Erin's Letter

1. Your address. Don't expect a reply if you don't include this.

2009 Vicky Road
Cassville, MO 65607

2. Date

November 15, 1983

3. Company's address.

Princess Gems, Inc.
50 Golden Blvd.
Dallas TX 75942

4. Greeting

Dear Sir or Madam:

5. Describe the product

6. Purchase information

I am writing you about the necklace I ordered from your company. It was a .25 point diamond set in a crystal-like heart-shaped jewel. The ad was printed in the "Pre-teen" magazine. I paid $5.98 plus $1.50 postage for it.

7. Describe your complaint

8. What you did with the product, IN CASE THEY WANT IT BACK.

When I received the necklace, I was very disappointed with the size of the diamond and the quality of the necklace. I still have it and will be glad to return it if you request it.

9. Your action.

10. Tell them what they can do to satisfy you.

You said in your ad that if I was not satisfied, I would receive a refund of $5.98. I am therefore requesting that my money be refunded.

11. Let them know you expect a prompt answer. They should answer within a month.

I am hoping to hear from you very soon.

Sincerely,
Erin Hailey
Erin Hailey

12. Sign the letter but print your name under the signature.

MAKE A COPY AND KEEP IT IN CASE YOU NEED TO WRITE AGAIN.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Consumer Responsibilities

OBJECTIVES:

1. Differentiate between honest and dishonest consumer actions.
2. Realize the impact dishonest consumer behavior has on the consumer as well as businesses.
3. List ways consumers can act responsibly.

GENERALIZATIONS:

1. If the consumer is honest, fair and considerate, the business manager is more likely to be also.
2. Consumers ultimately pay for the dishonest actions of other consumers.
3. Worker theft and shoplifting cost businesses billions of dollars each year.

RESOURCES:

1. Textbook: Creative Living.
2. Film: "Shoplifting: You Pay For It"

   Available from:

   MIT Teleprogram
   108 Wilmont Road
   Deerfield, IL 60015
   Ph: 1-800-323-6301

   OR

   Media Resource Center
   Iowa State University
   Ames, Iowa 50011
   (Rent film #S38466F)

3. Film Projector.

ACTIVITIES:

1. Read p. 234 in Creative Living. Did Anita act responsibly?
2. Questions:

   Have you ever been short changed?
   How did you feel?
   What did you do?

   If you received too much change, what would you do?
   What should you do?

   Some stores make cashiers pay for money that is short in their register.

3. Shoplifting--Questions:

   A. Discuss "what does shoplifting cost each year?"
   What costs are included?
   How do businesses cover that cost?

   B. Show the film: "Shoplifting: You Pay For It"

   C. Discuss the film.

4. Worker Theft--define and give examples.

5. Returns

   Did Anita have a justified return?
   What are good reasons to return something?

   A wise consumer checks the return policy of the store before purchasing.

6. Vandalism

   What is it?
   How does it affect consumer prices?

7. Emphasize safety and using products wisely.

Assign: Have the other half of the class write a complimentary letter regarding a product purchased to be sent to a business.

UNIT: Life Skills in Money Management and Consumer Choices

TOPIC/CONCEPT: Oral Presentations on a Consumer Product and Test

OBJECTIVES:

1. Identify needed information to make consumer choices.
2. Evaluate usefulness of information in making consumer choices.

GENERALIZATIONS:

1. Information needed to make product choices includes correct and useful knowledge from reliable sources, and values and goals of consumer knowledge.
2. Accurate knowledge about warranties, cost, features, care, maintenance, suitability, durability, and safety of products can help consumers make choices.

RESOURCES:

1. Textbook: Creative Living
2. Handout: Test (class set)
   "Your Attitudes About Money," used in topic Financial Framework

ACTIVITIES:

1. Have students present oral reports.
2. Give students a "Your Attitudes About Money" survey. Have them respond to statements. Then give them the one they took at the beginning of the unit and let them compare their answers. Discuss why their attitudes might have changed.
3. Administer test.

NAMES ______________________

____

____

____

____

PERIOD ______________________

EVALUATION OF ORAL PRODUCT RESEARCH REPORT

CRITERIA FOR EVALUATING ORAL PRESENTATIONS OF PRODUCT RESEARCH

Oral Presentation

1. Interesting.
2. All group members participate.
3. Covers all important points from the written Product Research Report.
4. Information provided is
    a. accurate
    b. complete
    c. from a reliable source
    d. helpful in making product choices
5. The three choices reflect consumers needs, wants, values, and goals.

CONSUMER EDUCATION/MANAGEMENT TEST

Read the directions for each section. On a separate piece of paper, answer each question. DO NOT WRITE ON THIS TEST!!

I. Indicate if each of the following items would be a need or a want by using the correct letter. Justify your answer in one sentence.

a. want
b. need

1. food
2. movie
3. school supplies
4. refreshments
5. savings

II. Indicate the letter of the correct term for the following definitions.

6. Goal that is most important to you
7. Something you can accomplish right away
8. Goal that can only be met at a certain time
9. Targets that we set for ourselves to accomplish
10. Something that you plan to accomplish farther in the future

a. fixed goal
b. flexible goal
c. goal
d. long term goal
e. principles
f. priority
g. short term goal
h. values

III. Indicate whether the following statements are true (T) or false (F).

11. The higher the price the better the quality.
12. Consumer magazines and government publications often compare brands and types of products.
13. Advertisements rarely use emotional appeals or exaggerations.
14. Labels are affected by government regulations.
15. Information about warranties must be on a label.

IV. Set up a balance sheet for a regular account for Erin. Show the following entries:

16. Beginning balance	$25.00
17. Transfer from savings	9.50
18. School lunches for two weeks	10.75
19. Snacks after school	1.42
20. Allowance	5.00
21. School paper and notebook	3.43
22. Movie and refreshments	2.93
23. Pay for raking leaves	2.50
24. Clothing purchased	15.45
25. Ending balance (to be determined)	

V. Jane wants to buy earrings. Name five (5) general sources of information that might be available to help her make a decision. (5 points)

VI. You have just found that your Kasuga tape recorder, cassette FM/stereo, model KC-730, does not work. You bought the tape recorder from an ABC Store on June 16, 19__; they said you would have to return the recorder to the DAK Industries Incorporated, 8200 Remmet Avenue, Canoga Park, CA 91304 to get your money refunded or to get a new machine. Write a letter of complaint to accompany the recorder. (5 points)

Key

1. b
2. a
3. b
4. a
5. a
6. f
7. g
8. a
9. c
10. d
11. F
12. T
13. F
14. T
15. F

Date	Description	Income	Expense	Balance
16.	Beginning balance			25.00
17.	Transfer from savings	9.50		34.50
18.	School lunch for two weeks		10.75	23.75
19.	Snacks after school		1.42	22.33
20.	Allowance	5.00		27.33
21.	School paper & notebook		3.43	23.90
22.	Movie & refreshments		2.93	20.97
23.	Pay for raking leaves	2.50		23.47
24.	Clothing purchased		15.45	8.02
25.	Ending balance			8.02

26. Extension pamphlets
27. Government bulletins
28. Consumer Report, Penny Power
29. Advertisements
30. Labels
Other consumers

VI. Your name and address
The date you are writing the letter
Name, address of company you are writing to
Product name, style and model number
What sales receipts, bill, warranties, if any, you have
Simple brief explanation of why you are unhappy with product

Sample Letter

student street address
student city, state, zip
date

DAK Industries Incorporated
8200 Remmet Avenue
Canoga Park, CA 91304

Dear Sir/Madam:

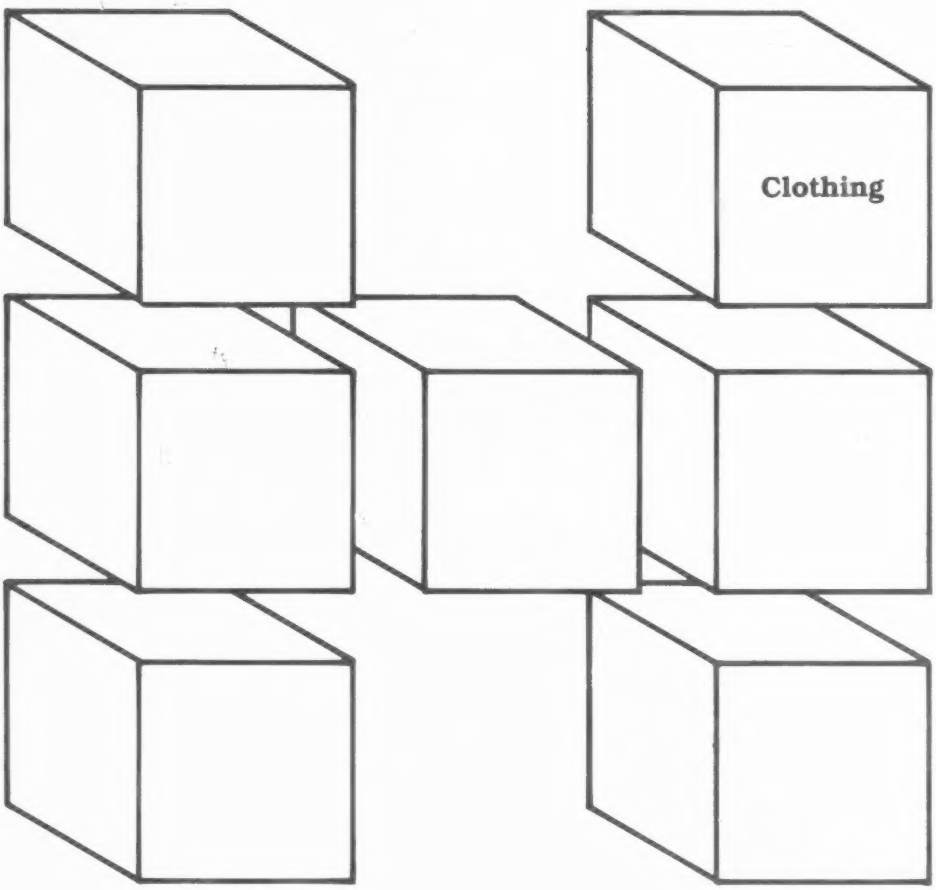
I am returning my Kasuga tape recorder, cassette FM/stereo model KC-730. The record button no longer turns itself off. I purchased this recorder on June 16, 19__ at the ABC Store in (city), (state). I do not have my sales receipt. Will you send me another recorder or refund my money?

Thank you for your attention to this matter.

Sincerely,

(student name)

Unit IV - Clothing Related Life Skills



INTRODUCTION

The Clothing Related Life Skills module was developed in two phases. The exploring textile fiber lessons were developed and distributed earlier; therefore, the format is unique. The lessons in the combined module cover a 4 week period.

It may be advantageous to send home the letter to parents found on pp. 3 and 4 at the beginning of the unit. This explains the pretest on pp. 83 and 84, which is meant to identify for the teacher in an objective way those students with sufficient skills on the sewing machine to enable them to develop more advanced skills. This test can be administered once, at an out-of-class time convenient to all. It is suggested that the school furnish the felt necessary and the student be allowed to keep the finished eye glass case.

Dear Parents:

I hope you share the excitement and enthusiasm of your daughter/son as we begin our Textiles and Clothing unit in Home Economics. The unit will focus one week on textiles, one week on laundry, and two weeks on the operation of the sewing machine.

To give the students experience in operating the sewing machine a small class project, e.g., bookcover, will be made during class time. For this project, students will need the following supplies:

1/2 yard of fabric (a firmly woven cotton or cotton blend will be suitable)
matching thread
bobbin for sewing machine--obtainable from the teacher

Optional items if available at home are:

pins and a pin cushion
measuring device--seam gauge, ruler or tape measure
scissors

Please have these supplies all marked with name and class period by ____________________.

If your child is already experienced in the use of the machine, he/she will have the opportunity to test out on the use of the sewing machine. In the case that he/she passes the optional pretest, he/she may then spend class sewing time on an alternate project of his/her choice suited to his/her ability. Responsbility for the completion of the alternate project lies entirely with the student but the teacher will be available to assist as needed. Due to the limited class time available, sewing at home will undoubtedly be required to finish the project by ____________________. Alternate projects will be evaluated in lieu of the bookcover. Emphasis will be placed on quality not quantity.

The pretest will be offered on ________________________________ at __________. If you and your child feel this is something you would like to try, please fill in the form attached and return it by ____________________________. A scissors and thread are all the student will need to take the pretest. If your child has had limited sewing experience and/or you are not willing to assume responsibility for an alterante project, then I strongly encourage you to stay with the class project.

Sincerely,

I would like my child, ____ to be considered for the optional pretest. I request this on the grounds that he/she has had the following sewing experiences:

Signed ____

CLOTHING RELATED LIFE SKILLS

PHASE I

Exploring Textile Fibers

Preface

This module was written for the introductory level class in home economics, grades 6, 7, or 8, as part of a clothing and textile unit. The lessons are designed to demonstrate the interrelationship of science and home economics concepts. The students are asked to determine the properties of fibers e.g. cotton, polyester or blend, as they affect the qualities of fabric, then apply their knowledge to the selection and care of personal and household textile products. Students are given a sample of fabric and asked to do laboratory tests to identify the fiber content.

In using the discovery method, availability of references is very important. Suggested references are given, but others are equally suitable. It is very important that students have resources available to test their conclusions for accuracy. A variety of sources seems beneficial; use of the school media center, the public library, extension or commercial material is recommended. The reading level of the students may affect choice of references and/or necessitate some vocabulary work not identified in the original plan.

The process used here is important. The steps are as follows:

1) Test and make accurate observations of fiber properties.

2) From observations of fiber properties, infer fabric qualities.

3) Determine most important desired quality of personal or household textile product.

4) Determine desirable fiber content.

The answers are not cotton is the best fiber for summer shorts or polyester is better for a dress for traveling. Rather, if an absorbent fabric is desired, cotton is best; if a more wrinkle-resistent fabric is required, polyester may be best.

The following teachers and schools tested this module. Their cooperation was invaluable and we want to say thank you.

Marsha Nowels	South Page, Iowa
Loralee Torkelson	Waterloo, Iowa
Sharon Wasteney	East Union, Iowa
Bev Wegnes	Forest City, Iowa
Julie DeBower	Nashua, Iowa

These teachers and their students offer the following suggestions: 1) be creative in ways to lessen paperwork required; 2) students need practice in forming generalizations and making inferences; 3) students need to be able to use their own wording in listing qualities, but basic concepts are important; 4) cooperation with the science department made organizing the unit much simplier; 5) students may need help in seeing the relevance of textile fiber and fabric characteristics to their lives today!

Textile Fibers for Grades 6, 7, or 8
Overview

Overall objectives:

1) Use knowledge of properties of cotton, polyester or blend fibers to determine appropriate uses of fabrics with these fibers.

2) Choose appropriate care practices for cotton, polyester and blend fabrics.

Topical Lesson Outline:

Page

1) Properties of Cotton fibers 12

2) Qualities of cotton fabric 24

3) Properties of polyester fibers 30

4) Qualities of polyester fabric 38

5) Qualities of Polyester/Cotton Fabrics 43

Helpful Hints for the Teachers

I. Supplies needed for 5 lessons

   A. Purchased

      1. 100% white woven cotton fabric and 100% white woven polyester fabrics, enough to make rectangular pieces 2" x 3", one per student plus extras for special credit experimentation

      2. candles--one for each pair of students in largest class

      3. acetone (finger nail polish remover) 1T per each pair of students

      4. matches

      5. optional--bleach, citrus juice

   B. Supplies to be borrowed from science department, if possible

      1. 3-5 microscopes--depending on size of classes

      2. glass for fiber slides, to equal number of microscopes

      3. tweezers--one per student for largest class

      4. if access to science laboratory may substitute bunson burner for candle and holder

   C. Kitchen supplies

      1. large sheet of aluminum foil

      2. scissors

      3. candle holder (metal bowl)

      4. 2 small bowls

      5. brown paper--brown paper bags can be used

      6. iron

      7. water

II. Duplicate the following:

A. Fiber Identification Labsheet - 2 per student Used for Lessons 1 & 3

B. Fiber Identification Worksheet- 2 per student Same as above

C. Fiber Identification Assignment-2 per student Same as above

D. Qualities of Fabric Worksheet - 1 per every 4 students, then cut in half

E. Fabric Quality Statements - 1 per student

F. Polyester Case Studies - 1 case study per group of students; pages are to be cut apart for drawing

G. 3 pages making 3 transparencies

H. Cotton/Polyester Fiber and Fabric Test - 1 per student of largest class

I. Cotton/Polyester Test - one per student

III. Organize references for student use. Some possible examples are given on pp . Use your school library, media center and the public library. Encyclopedias are also a possibility. Students need sources to verify their "guess" or prediction on Fiber Identification Assignment. Date of materials is not as relevant as information contained.

IV. It is important that you not tell the student the fiber content of the fabric s/he is given. Discovery is an important part of inquiry method.

References

I. Pamphlets and other Publications

Adventures in Clothing--Learning About Fabrics (Level 1-4H) Cooperative Extension Service, Iowa State University, Ames, IA 50011.

Challenges in Clothing (Level 2-4H) Cooperative Extension Service, Iowa State University, Ames, IA 50011. September 1984.

Does It Come Out in the Wash? (CL-967) Cooperative Extension Service, Iowa State University, Ames, IA 50011.

Fibers and Fabrics--An Individualized Unit of Instruction. Instructional Materials Laboratory, University of Missouri-Columbia. Catalog number HE-27-1.

From Fiber to Finish (PM-734) Cooperative Extension Service, Iowa State University, Ames, IA 50011.

II. Possible Student Texts

Clayton, Nanalee. Young Living. Bennett Publishing Co., Peoria, IL. 1983 p. 302-304.

Craig, Hazel Thompson. Thresholds to Adult Living. Bennett Publishing Co., Peoria, IL. 1982 p. 502.

Davis, Martha J. and M. Yvonne Peeler. Lessons in Living. Ginn and Company, Boston, MA. 1970. p. 198-200.

Draper, Wanda and Annette Bailey. Steps in Clothing Shells. Chas. A. Bennett Co., Inc. Peoria, IL 61614. 1978.

McDermott, Irene E. and Jeanne L. Norris. Opportunities in Clothing. Chas. A. Bennett Co. Inc. Peoria, IL. 1972. p. 86-124.

McFarland, M.K. and Vera Ramstetter. Exploring Fabrics. McKnight Publishing Co. Bloomington, IL. 1977. p. 29-38.

Parnell, Frances Brynor. Homemaking Skills for Everyday Living. The Goodheart-Willcox Company, Inc. South Holland, IL. 1981. p. 238-246.

Sturm, Mary Mack, Dorothy Siegut Lyle and Jane Ellen Roberts, Guide to Modern Clothing. McGraw Hill Book Company. 1973. p. 59-66.

III. Possible Teacher References

American Home Economics Association, Textile Handbook. Washington, DC. 5th (or latest) edition. 1974 (or later).

Hollen, Norma, Jane Saddler, and Anna Langford, Textiles. 5th edition. MacMillan Publishing Company, Inc., New York. 1979.

Joseph, Marjorie, Introductory Textile Science, 3rd ed. Holt, Rinehart and Winston, New York. 1978.

Kleiberg, Irene, ed. The Butterick Fabric Handbook. Butterick Publishing, New York. 1975. Library of Congress No. 74-29071.

Smith, Betty F. and Ina Black, Textiles in Perspective. Prentice Hall, Inc., Englewood Cliffs, New Jersey. 1982.

Tortora, Phyllis, Understanding Textiles. MacMillan Publishing Company, Inc., New York. 1978.

Lesson 1: Properties of Cotton Fibers

Objectives:
1) To determine some of the properties of an unknown fiber (cotton).
2) To identify the fiber on the basis of its properties.

Factual Statements

Cotton fiber: The fiber is short, fine and crimped.
The fiber is strong and possesses low elasticity.
The fiber is flammable.
The fiber is very absorbent.
The fiber is not weakened by some chemicals.

Resources Needed:

1 each per pair of students

- sheet aluminum foil
- scissors
- candle
- candle holder (metal bowl)
- 2 small bowls

1 each per student

- tweezers
- fabric swatch (5 cm. x 7.5 cm.; 2" x 3") (100% white woven cotton)
- Fiber Identification Labsheet
- Fiber Identification Worksheet
- Fiber Identification Assignment

3-5 microscopes (depending on availability and size of class)
matches
acetone
bleach
citrus juice
brown paper
water
electric iron

Teacher and student references (see list, pp.)

Assignment for lesson #2:

Complete Column 2 of Fiber Identification Worksheet and Fiber Identification Assignment.

ACTIVITIES

I. Unit Introduction - 5 minutes

A. Ask how many students select or care for clothing or items made from textile fibers. For one minute, try to describe a world without textile fibers. Explain that the class will spend five days exploring through lab experiments, discussion, and problem solving two different textile fibers. The information obtained will help students select and care for fabrics made from these two fibers.

B. Discuss fibers, yarns and fabric and their relationships covering these points:

1. Fibers are fundamental units used in the making of textile yarns and fabrics
2. A fiber is a hairlike strand that is very small in diameter in relation to its length
3. Fibers are put together usually by twisting to make yarns
4. Yarns are put together to make fabrics

II. Lab Introduction - 5 minutes

A. Give each student a swatch of white woven fabric 5 cm. x 7.5 cm. (2" x 3"). Discuss "identifying the unknown" by its properties including the following approach:

(i) If tests are not precise, observations cannot be accurate.
(ii) If observations are not accurate, conclusions will not be correct.

B. Discuss safety rules in a scientific lab including the following points:

1. Some chemicals can be flammable
2. Some chemicals can be harmful to surfaces or body
3. Use open flames with caution
4. Correct use of equipment (e.g., microscopes, irons) will preserve the life of the equipment.

C. Discuss rules for individual experimentation in a group setting.

1. What if everyone experimented as I wish to?
2. Am I being considerate of others?
3. What results am I looking for? Experiments with no purpose are not likely to produce results.

D. Discuss worksheet procedure

1. Hand out Fiber Identification Labsheet, Fiber Identification Worksheet, Fiber Properties Assignment No. 1.
2. First 6 experiments are required to be completed in class. Test 7, additional, can be completed on your own at school if time permits or at home if it does not.

3. Fiber Properties Assignment No. 1 can be done using references found (specific place in room?) in class or as homework.

E. Teacher specify central location and use of supplies and equipment.

F. Teacher specify clean up procedure. (May be review.)

III. Lab Activity - 20 minutes

Students do experiments under teachers supervision. Students clean work area upon completion of experiments.

IV. Supervised Study -- 10 minutes

Students use reading resources available to complete Fiber Properties Assignment Sheet.

V. Closure - 5 minutes

A. Summarize with factual statements from Lesson Plan 1.

B. Discuss completion of Column 2 of Fiber Identification Worksheet, and Fiber Identification Assignment sheet before next class. Column 3 of Fiber Identification Worksheet will be completed as a group next textile class. Bring sheet to next class.

C. Teacher may wish to collect Fiber Identification Labsheet to reuse in Lesson 3. If student wishes to complete additional work out of class, he/she may wish to keep this sheet.

Teacher
Reference

FIBER FACT SHEET

Fibers are the fundamental units used in the making of textile yarns and fabrics. A fiber is a hairlike strand that is very small in diameter in relation to its length.

Fibers
- contribute to the performance of fabrics
- are classified based on origin or chemical composition
- possess an external structure; length, surface contour, crimp
- are put together usually by twisting to make yarns. Yarns are put together to make fabrics.

Cotton Fibers

Origin	- are natural. They are of plant origin and can also be described as a vegetable fiber. - are basically composed of cellulose, the fibrous substance found in plants.
Physical Structure	- are short (staple), wavy (crimped) which enables the fibers to cohere to one another so that despite its short length the fiber can be spun into yarns. - possess low luster because the fibers are short and crimped. - are soft and non-irritating to the skin due to the fineness of the fiber. - are strong (stronger than linen but not as strong as nylon); due to the intrinsic structure, can stand rough handling during laundry and everyday use. - are abrasion resistant; possess low elasticity and are not very resilient; therefore, wrinkles easily.
Heat (Flammability)	- since cellulosic are flammable, the fibers ignite and burn readily. They can withstand moderate heat; if heat becomes excessive, fiber will scorch and eventually burn - are not thermoplastic, and can safely be ironed at high temperatures, and can be boiled
Absorbency	- are very absorbent due to cellulosic nature and hollowness - are cool to wear due to absorbency - are good conductors of heat and electricity; therefore, body feels cooler in hot weather, and there is no build up of static electricity.
Chemical	- weakened and discolored by acids (citrus juices, perspiration); not affected by vinegar. - not greatly harmed by alkalis. Can be laundered with strong detergents and under proper conditions, can withstand chlorine bleaches - resistant to organic solvents so that they can be safely dry-cleaned.
Insects	- not attacked by insects because fibers are not digestible - attacked by fungi if starched
Mildew	- will mildew if left in warm damp places
Sunlight	- oxidize in sunlight and degrade over time
Note	- Shrinkage of cotton fabrics is not the result of a fiber property but rather a result of the finishing of the fabric.

Fiber Identifi on Worksheet

Name Sample Date Fabric Cotton

Test	Properties (Observations)	Fabric Qualities (statements based on properties)
1. Visual		Because cotton fibers are short and crimped, the fabric produced is not very lustrous. Even though cotton fibers are short they can be spun into strong yarns because the fibers are naturally twisted or crimped. Because cotton fibers are fine the fabric produced feels soft and smooth next to the skin. Because cotton fibers are strong and possess good resistance to abrasion due to its structure, cotton fabric can withstand roughhandling during repeated launderings and every day use. Cotton fibers possess low elasticity, therefore, the fabric produced retains wrinkles.
a. Fabric	woven, white, not lustrous	
b. Yarn	smaller threads stick out	
c. Fiber	fine, short, crimped	
2. Touch		
a. Feel	rough/smooth	
b. Pull on yarn	yarn did not break	
c. Crush	creases form which did not come out after 5 minutes	
3. Microscope	fiber looks like a flat twisted ribbon	
4. Burn		Because cotton fibers are made of cellulose they are flammable. The fabric produced when used near a flame can scorch and eventually burn, and will continue to burn even when removed from the flame.
a. Near flame	does not fuse or shrink away	
b. In flame	burns quickly without melting	
c. Out of flame	continues to burn with after glow	
d. Odor	burnt paper	
e. Residue	fluffy grey ash	

Fiber Identification Worksheet

Test	Properties (Observations)	Fabric Qualities (statements based on properties)
5. Water	Fabric sinks and absorbs water	Because cotton fibers are made of cellulose the fabric produced is very absorbent making the fabric cool to wear in hot weather.
6. Chemical	Fabric absorbs acetone but is not weakened.	Because cotton fibers are not affected by some chemicals they can be laundered with strong detergents and household bleaches.
7. Additional a. b. c. d.		Cotton fibers can weaken and eventually disintegrate when exposed to strong sunlight over a long period of time. Cotton fibers are not heat sensitive and can withstand high temperatures; therefore, the fabric produced can be boiled and ironed at the hottest ironing temperature setting.

Fiber Identification Labsheet

I. Investigation: The fibers used in a fabric will affect the way a fabric behaves. A knowledge of the properties of the fiber can help one determine how a fabric will behave.

II. Problem: To identify the properties of a fiber.
To determine the name of the fiber, verifying your answer.

III. Instructions:

This is like work in a scientific laboratory. If all tests are precise and all observations accurate and detailed, then the scientist is more likely to reach a correct conclusion. Safety is a must in a laboratory; knowledge about materials used is essential; for example: *acetone is flammable*, open flames must be used with caution.

a. Choose a partner, work in pairs, sharing the equipment. Individuals are to have their own fabric swatch, tweezers and worksheets to complete and record tests separately.

b. Cover work surface with foil.

c. Work in pairs. Collect the following equipment and supplies from central storage area:

1 sheet aluminum foil
2 tweezers
1 scissors
2 small bowls
2 fabric swatches

Arrange supplies on foil.

d. Read the entire procedure and observation required for *each test* through first, then follow the procedure step by step.

e. Record all observations accurately and in detail on worksheet in space provided in Column 2. Column 3 will be completed in next textile class by the total group.

Fiber Identification Labsheet

Test	Procedure	Observations
1. Visual	a) Look at the fabric carefully.	a) Describe the appearance of the fabric.
	b) Remove 2 threads (yarns) from fabric and look at the threads (yarns).	b) Describe how these threads appear to you.
	c) Untwist yarns and separate into fibers.	c) Describe the appearance of these smaller fibers.
2. Touch	a) Feel fabric with fingers.	a) Describe how fabric feels.
	b) Hold ends of yarns between thumbs and fingers. Pull.	b) Describe what happens to yarns. How hard did you pull?
	c) Crush fabric in hands. Set aside while doing Test 3.	c) Describe how fabric reacts after 5 minutes or more.
3. Microscope	a) As microscopes become available, view slide of fiber under microscope.	a) Draw what you see. Describe the microscopic view of the fiber.
4. Burning	a) Pull several yarns from fabric sample. Ask teacher to light candle in metal bowl. Hold yarns with tweezers. Move yarns slowly toward the flame from the side, not the top, if possible.	a) Describe what happens as the fabric nears the open flame.
	b) Now, move yarns into flames so that it ignites. Observe yarns as they burn. Place another group of yarns in tweezers. Move yarns into flame just long enough to ignite.	b) Describe how fabric burns in the flame.
	c) Remove yarns from flame and observe the reaction of the yarns.	c) Describe how fabric burns out of open flame.
	d) Smell odor of burned yarns.	d) Describe odor by comparing it to something with which you are familiar.
	e) Observe what is left.	e) Describe this residue or ash.

RETURN CANDLE AND METAL BOWL TO SUPPLY TABLE BEFORE PROCEEDING

Fiber Identification Labsheet

Test	Procedure	Observations
5. Water	a) Cut a 1/2 inch wide strip of fabric crosswise from sample. Fill a bowl half-way full of cold water. Gently lay the strip of fabric on the water in the bowl. Observe how the fabric behaves.	a) Describe what happens to the fabric.
6. Chemical	a) Take second small bowl to central storage area. Pour 1 tablespoon of acetone (finger nail polish remover) into the bowl. Cut another 1/2 inch wide strip of fabric crosswise from sample. Gently lay fabric strip on acetone with tweezers. Observe what the fabric does.	a) Describe how the fabric reacts to the chemical.

CLEAR WORK SURFACE, CLEAN AND RETURN EQUIPMENT WHEN FINISHED

7. Additional	a) Set iron to high temperature setting (cotton). Place swatch of fabric between two pieces of brown paper. Move iron back and forth on paper over fabric for 15 seconds. Remove fabric from between paper.	a) Describe what effect heat had on fabric.
	b) On a swatch of fabric, place two drops of citrus juice. Leave for 2-5 days. Wash out.	b) Describe the appearance of the fabric after washing out.
	c) On three different swatches of fabric, place a drop of oil on each. Leave swatch #1 for 2 days, then launder. Leave swatch #2 for 1 week, then launder. Leave swatch #3 for 2 weeks, then launder.	c) Describe the appearance of the fabric after laundering and compare the stain left on each swatch.
	d) Test with household chemicals; e.g. detergents and bleaches	d) Describe results.

Fiber Identification Assignment

Homework or class study time assignment.

A. Based on observations in the lab write 5 sentences about the properties of the fiber.

1.

2.

3.

4.

5.

B. What is the name of this fiber? ______________________________

C. Find a reference that gives you reasons for your answer in B. Write two reasons below. Then give the author, title and pages of the reference you used.

1.

2.

3. Reference:

Fiber Identification Worksheet

Name ______________________ Date ______________ Fabric ______________________

Test	Properties (Observations)	Fabric Qualities (statements based on properties)
1. Visual a. Fabric b. Yarn c. Fiber		
2. Touch a. Feel b. Pull on yarn c. Crush		
3. Microscope		
4. Burn a. Near flame b. In flame c. Out of flame d. Odor e. Residue		

Fiber Identification Worksheet

Test	Properties (Observations)	Fabric Qualities (statements based on properties)
5. Water		
6. Chemical		
7. Additional a. b. c. d.		

Lesson 2: Qualities of a Cotton Fabric

Objectives:
1) To deduce the qualities of a cotton fabric based on the properties of a cotton fiber.
2) To relate qualities of a cotton fabric to its selected end use.

Content statements showing relationships of properties of fibers and qualities of fabric.

1. The properties of a fiber help to determine some of the qualities of the fabric produced.
2. Because cotton fibers are short and crimped, the fabric produced is not very lustrous.
3. Even though cotton fibers are short they can be spun into strong yarns because the fibers are naturally twisted or crimped.
4. Because cotton fibers are strong and possess good resistance to abrasion due to its structure, cotton fabric can withstand rough handling during repeated launderings and every day use.
5. Because cotton fibers are fine, the fabric produced feels soft and smooth next to the skin.
6. Cotton fibers possess low elasticity, therefore, the fabric produced retains wrinkles.
7. Because cotton fibers are made of cellulose they are flammable. The fabric produced when used near a flame can scorch and eventually burn, and will continue to burn even when removed from the flame.
8. Because cotton fibers are made of cellulose the fabric produced is very absorbent making the fabric cool to wear in hot weather.
9. Because cotton fibers are not affected by some chemicals they can be laundered with strong detergents and household bleaches.
10. Cotton fibers can weaken and eventually disintegrate when exposed to strong sunlight over a long period of time.
11. Cotton fibers are not heat sensitive and can withstand high temperatures; therefore, the fabric produced can be boiled and ironed at the cotton ironing temperature setting.

Resources Needed:

- Fiber Identification Worksheet from previous lesson
- Fiber Properties Assignment Sheet
- Qualities of Fabric Worksheet

ACTIVITIES

I. Introduction - 5 minutes

A. What was the fabric that was tested?
B. How many students agree? or disagree?
C. What evidence did you find to support answer given?
D. Where did you locate this evidence?

II. Activity - Discussion - 25 minutes

Student is helped to discover the qualities of the fabric based on the properties of the fibers observed from previous lab activity. The way questions are phrased by teacher will be most important to students for two reasons.

1. The student must think through ideas.
2. The student must view the teacher's questions as a model to discover other information as needed.

1. What general term was used to describe the observations on fibers tested? properties
2. How did you use this information about properties of fibers?

   to identify fiber
3. We usually buy or care for clothing or household fabric products not fibers. Why then do we want to know about fibers?

   Fabrics are made from fibers.
4. What information do we want to know about fabrics when caring for or purchasing them? qualities of fabric
5. Then, what statement can we make showing the relationship between fiber properties and fabric qualities?

   The properties of a fiber help to determine some of the qualities of the fabric produced.

Student follows by filling in Column 3 of Fiber Identification Worksheet with statements that result from discussions.

Using the properties of fibers, as a group we will try to make statements relating the properties of fibers to qualities of fabric. I will write our statements on the board and you can write them in the last column on your Fiber Identification Worksheet.

I'll try to help you by asking questions; listen to my questions two ways:

1. To determine the correct answer.
2. Why I am phrasing the question as I am.

First, let's look at the first three tests somewhat together and make several statements in the first large blank space on your paper.

How did you describe the fabric? smooth, not shiny
What did the fibers look like under the microscope? twisted
What did the fibers look like when you untwisted the yarn? short, crimped
Is the fabric shiny or dull?
Let's make a statement relating the properties of the fiber (short, crimped) and how the fabric looked? (smooth, dull, not lustrous)

Because cotton fibers are short and crimped, the fabric produced is not very lustrous.

What happened when you held the yarns between your fingers & pulled?
How hard did you pull?
Did you say cotton fibers were strong? yes
But how did you describe them just a minute ago? short, crimped
If we begin our next statement with 'Even though," how can we state our ideas this time? Even though cotton fibers are short, because they are naturally twisted or crimped, they can be spun into strong yarns.

How did the fabric feel when you felt it? Test 2a? smooth, nice
When you untwisted the yarn, how did each fiber feel? fine
What is the relationship between the property (fine) and the way the fabric feels next to the skin?

Because cotton fibers are fine, the fabric produced feels soft and smooth next to the skin.

When we pulled the thread to try to break it, what property did we say cotton had? It was strong.
Where does cotton come from? plant
What are plants made of? cellulose
Because it is made from cellulose, it will be resistant to abrasion?
What does that mean? will not wear away by friction?
What will that mean for laundering cotton fabric? can stand rough handling.

Again, what is the relationship of the property (strong--resistance to abrasion) and the quality of the fabric (withstand rough handling in laundry and everyday use).

Because cotton fibers are strong and possess good resistance to abrasion due to its structure, cotton fabric can withstand rough handling during repeated laundering and everyday use.

What happened to fabric when you crushed it in your hand? wrinkled
What happened after 5 minutes? still wrinkled
When something does not spring back into shape it is said to have what property? low elasticity

What is the relationship between the property (low elasticity) and quality (wrinkling)?

Cotton fibers possess low elasticity; therefore, the fabric produced retains wrinkles.

What happened to the fibers near the flame?
How did they burn in the flame?
What happened when the fibers were removed from the flame?
What word can you use to describe how a cotton fiber burns?
Name something else that you use daily that burns like this fiber or is flammable.
What is paper made from?
Where does the cotton fiber come from?
What are plants made up of?
Ask students to identify main ideas and come up with a statement that relates those main ideas.

Because cotton fibers are made of cellulose they are flammable. The fabric produced when used near a flame can scorch and eventually burn, and will continue to burn even when removed from flame.

What happened to the fabric in the water?
Why did this happen?
What property of the fiber helps to absorb the water?
Earlier you said the fiber came from a plant. How do plants get their nourishment?
What happens to your body on a hot day?
Therefore, you are wearing a garment made from cotton fibers what might happen?
How would this then make you feel?
Ask students to summarize what they discussed about the property of the fiber and the quality that this property brings to the fabric.

Because cotton fibers are made up of cellulose the fabric produced is very absorbent making the fabric cool to wear in hot weather.

When you placed the fabric in the acetone, what happened?
What is acetone?
Name some other chemicals that you use around the house.
How can chemicals affect fabrics?
What effect do detergents and bleaches (which are chemicals) have on fabric?
What statement can be made about cotton fibers and the use of chemicals?

Because cotton fibers are not affected by some chemicals they can be laundered with strong detergents and household bleaches.

There were additional tests that you could do and some of you read references that gave qualities of cotton.

Teacher can continue questioning until students arrive at these additional statements also.

Cotton fibers can weaken and eventually disintegrate when exposed to strong sunlight over a long period of time.

Cotton fibers can be weakened and discolored by citrus juice and perspiration.
Cotton fibers are not heat sensitive and can withstand high temperatures; therefore, the fabric produced can be boiled and ironed at a hot temperature setting.

III. Activity - 10 minues

Class is divided into half. In each half, students work in pairs. One half of class completes part A while the other half completes part B on Qualities of Fabric Worksheet.

IV. Closure - 5 minutes

Pairs report back. This becomes the summary. Ask for one summary statement.

Because cotton fibers are strong, smooth, crimped, made of cellulose, resist many chemicals, cotton fabric is cool to wear in summer, absorbent, easily laundered, prone to wrinkle, flammable, subject to mildew.

Qualities of Fabric Worksheet

A. List 3 desirable qualities of a cotton fabric in column 1. For each quality in column 1, list in column 2 one clothing item and one household item made from cotton that would benefit from having this quality.

1) Qualities	2) Items
1.	a)
	b)
2.	a)
	b)
3.	a)
	b)

- Cut along dotted line -

B. List 2 less desirable qualities of a cotton fabric in column 1. For each quality, listed in column 1, list a garment or a household item in column 2 that would be best not made from cotton because of this quality.

1) Qualities	2) Items
1.	a)
	b)
2.	a)
	b)

Lesson 3: Properties of Polyester Fibers

Objectives:
1) To determine the properties of an unknown fiber (polyester).
2) To determine the name of the fiber based on the properties.

Factual Statements

1. The fiber is long, fine, and smooth and possesses some luster.
2. The fiber is strong and resists stretching.
3. The fiber resists wrinkling.
4. The fiber melts in a flame.
5. The fiber is not very absorbent.
6. The fiber is not harmed by the chemical acetone.

Resources and Equipment Needed:

Same as for Lesson 1 except:

- swatches must be 100% polyester
- copies of Fabric Quality Statements for each class member

ACTIVITIES

I. Introduction - 5 minutes

A. Refer students to information they collected in Lesson 1, the fiber properties.

B. Explain to students that they will be given another unknown swatch of fabric for them to perform the identical tests, observe the properties of the fiber.

C. Remind them about lab rules, and safety precautions.

D. Give each student one of the following:

1. Return copies of Fiber Identification Labsheet, or provide new copies.
2. Fiber Identification Worksheet
3. Fabric Identification Assignment

II. Lab Activity - 20 minutes

A. Students do experiments under teacher's supervision.

B. Students will complete column 2 of Fiber Identification Worksheet.

C. Students clean up work area and return equipment to central storage area upon completion of experiments.

III. Supervised Study - 15 minutes

Students use references available to complete Fiber Identification Assignment.

Assignment: To be completed by next lesson.
Number students from 1-5.
Designate a number between 1-5 to each of the tests on worksheet as follows:

Students #1	Tests 1-3, Visual, Touch, Microscope
Students #2	Tests 1-3, Visual, Touch, Microscope
Students #3	Test 4, Burn
Students #4	Test 5, Water
Students #5	Test 6, Chemical

Give each student a copy of Fabric Quality Statements sheet.

IV. Closure - 5 minutes

Summarize with properties of fiber (refer to factual statements, pg. 1).

FIBER FACT SHEET

Fibers are the fundamental units used in the making of textile yarns and fabrics. A fiber is a hairlike strand that is very small in diameter in relation to its length.

Fibers

- contribute to the performance of fabrics.
- are classified based on origin or chemical composition.
- possess an external structure; length, surface contour, crimp.
- are put together usually by twisting to make yarns. Yarns are put together to make fabrics.

Polyester Fiber:

Origin	- manufactured from chemicals and can be described as a synthetic fiber
Physical	- fiber is manufactured as filaments and staples
Structure	- usually round and can be made both crimped and smooth - usually possess high luster based on fiber smoothness and length - high strength and abrasion resistance - have a high degree of stretch resistance - resilient, therefore, resists wrinkling; goes back to original shape over time
Heat (Flammability)	- fibers are not flammable but thermoplastic (softens when heated) - if pressed, use cool iron - can be heat set for maintaining stability and permanent pleating; excessive heat will melt polyester; will burn in a flame but will self extinguish when removed from flame - may be safely laundered in hot water to remove oily stains but hot water can cause wrinkling and color loss
Absorbency	- fibers are smooth and not hollow; therefore, not very absorbent - low absorbency leads to quick and rapid drying of fabric, resistance to water borne stains - very electro static, therefore, attracts lint to the fabric surface (does not conduct electricity) - not cool to wear in humid weather because it does not conduct heat away from the body nor absorb moisture from the body - absorbs oily substances
Chemical	- resists most acids and alkalis at room temperatures, therefore, can be bleached with both chlorine and oxygen bleaches
Insects	- not attacked by insects
Mildew	- resists mildew
Sunlight	- resists sunlight degradation

Fiber Identification Worksheet

Name ____________________ Date ____________________ Fabric Polyester

Test	Observations (Properties)	Fabric Qualities
1. Visual		Because polyester fibers are long and smooth, the fabric produced is lustrous. Because polyester fibers are naturally strong, the yarn produced is very strong; therefore, the fabric produced can withstand rough handling during laundry and everyday use. Because polyester fibers are fine and smooth, the fabric produced feels soft and smooth next to the skin. Polyester fibers are resilient; therefore, the fabric produced does not retain wrinkles but quickly returns to its original shape. Because polyester fibers are strong, they are subject to pilling.
a. fabric	woven, white, shiny	
b. yarn	many long, smooth threads	
c. fiber	fine, long, smooth	
2. Touch		
a. fingers	smooth	
b. pull on yarn	yarn did not break	
c. crush	fabric creased but smoothed out after 5 minutes	
3. Microscope	fiber appears long and smooth	
4. Burn		Because polyester fibers are made from chemicals, they are thermoplastic and the fabric produced melts at high temperatures; therefore, they should not be laundered in boiling water nor ironed using high temperature settings.
a. near flame	fuses and shrinks away	
b. in flame	burns slowly with melting	
c. out of flame	usually self extinguishing	
d. residue	hard round bead	

Fiber Identification Worksheet

Test	Observations (Properties)	Fabric Qualities
5. Water	fabric sinks slowly	Because polyester fibers are smooth and not hollow, they absorb moisture slowly; therefore, the fabric produced is quick drying, resistant to water borne stains, and generates static electricity. Because the polyester fibers possess low absorbency, the fabrics produced are not cool to wear in hot weather.
6. Chemical	fabric does not dissolve or weaken in acetone	Polyester fibers are not affected by most chemicals; therefore, they can be safely bleached and laundered using household bleaches and detergents.
7. Additional	a. b. c. d.	Although excessive heat will melt polyester fibers, it can be heat set for maintaining stability and permanent pleating. Because polyester fibers are made from chemicals, they absorb oily substances easily and if substances are retained over a long period of time, are difficult or impossible to remove. Because of its chemical make-up polyester fibers are resistant to sunlight and weathering.

Fiber Identification Worksheet

Name ______________________ Date ____________ Fabric ______________________________

Test	Observations (Properties)	Fabric Qualities (statements based on properties)
1. Visual a. fabric b. yarn c. fiber		
2. Touch a. fingers b. pull on yarn c. crush		
3. Microscope		
4. Burn a. near flame b. in flame c. out of flame d. residue		

Fiber Identification Worksheet

Test	Observations (Properties)	Fabric Qualities (statements based on properties)
5. Water		
6. Chemical		
7. Additional		

Fabric Quality Statements

1) Write 2 to 3 statements on the test 1-6 from Fiber Identification Labsheet that you were assigned, relating the properties of polyester fiber to the qualities of polyester fabric, as we did for cotton earlier.

   a)

   b)

   c)

2) Write two questions that were used in identifying cotton fabric qualities yesterday that were helpful in making the above statements.

   a)

   b)

3) List 2-3 statements from your reading that helped you make the statements in question 1. Give title, author and page of the reference.

   a)

   b)

   c)

Lesson 4: Qualities of Polyester Fabric

Objectives: 1) To deduce the qualities of polyester fabric based on the properties of polyester fiber.
2) To relate qualities of polyester fabric to its selected end use.

Content statements showing relationships of properties of fibers to qualities of fabric.

1. Because polyester fibers are long and smooth, the fabric produced is lustrous.
2. Because polyester fibers are naturally strong, the yarns produced are very strong; therefore, the fabric produced can withstand rough handling during laundry and everyday use.
3. Because polyester fibers are fine and smooth, the fabric produced feels soft and smooth next to the skin.
4. Polyester fibers are resilent; therefore, the fabric produced does not retain wrinkles but quickly returns to its original shape.
5. Because polyester fibers are strong, they are subject to pilling.
6. Because polyester fibers are made from chemicals, they are thermoplastic and the fabric produced melts at high temperatures; therefore, they should not be laundered in very hot water nor ironed using high temperature settings.
7. Because polyester fibers are smooth and not hollow, they absorb moisture quickly; therefore, the fabric produced is quick drying, resistant to water borne stains, and generates static electricity.
8. Because polyester fibers possess low absorbency, the fabric produced is not cool to wear in hot weather.
9. Polyester fibers are not affected by most chemicals; therefore, they can be safely bleached and laundered using household bleaches and detergents.
10. Because polyester fibers are made from chemicals, they absorb oily substances easily and if substances are retained over a long period of time, are difficult or impossible to remove.
11. Although excessive heat will melt polyester fibers, it can be heat set for maintaining stability and permanent pleating.
12. Because of its chemical make up, polyester fibers are resistant to sunlight and weathering.

ACTIVITIES

I. Introduction - 5 minutes

A. Discuss what fiber they identified in lab yesterday.

B. List on the board properties of this fiber. Students may read from "Fiber Identification Assignment".

C. Refer students to assignment sheets "Fabric Quality Statements".

D. Ask students to be prepared to fill in column 3 of Fiber Identification Worksheet as discussion proceeds.

II. Discussion 20-25 minutes

A. Using student knowledge from lab, assignment done, etc. teacher guides students to make statements listed above. Students suggest statements, teacher puts on the board, other students question. In discussion, teachers answers to questions should be limited to "yes" or "no". Students are asked to rephrase questions to meet this criteria.

B. Each student is asked to record statements in Column 3 of Fiber Identification Worksheet used for polyester laboratory.

III. Group Work 10-15 Minutes

A. Divide the class into 5-10 per group.

B. Have each draw a case study.

C. Discuss briefly among themselves.

D. Report back to total group.

NOTE: Answers to question 1 can vary; no one correct answer.
Answers to questions 2 and 3 depend on answer to question 1.

IV. Closure - 5 minutes

Summarize the qualities of polyester fabric.

Polyester fabric is smooth and lustrous, can withstand rough handling, sheds wrinkles, melts under high temperatures, dries quickly, subject to pilling, static electricity and oily stains, not cool to wear, resistant to sunlight and weathering.

Polyester Case Studies

(to be reproduced and cut apart)

1. Joel needs to buy sheets for his bed.

    1) What is the most important quality needed for the item in this situation?

    2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

    3) What property of the fiber gives the fabric this quality?

2. Dave wants to purchase towels to take to swimming camp.

    1) What is the most important quality needed for the item in this situation?

    2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

    3) What property of the fiber gives the fabric this quality?

3. Susie needs an apron to be used in her foods class.

    1) What is the most important quality needed for the item in this situation?

    2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

    3) What property of the fiber gives the fabric this quality?

4. Mary is choosing a backpack for her school books.

   1) What is the most important quality needed for the item in this situation?

   2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

   3) What property of the fiber gives the fabric this quality?

5. Jim wants a track suit.

   1) What is the most important quality needed for the item in this situation?

   2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

   3) What property of the fiber gives the fabric this quality?

6. Tim is buying a pair of jeans.

   1) What is the most important quality needed for the item in this situation?

   2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

   3) What property of the fiber gives the fabric this quality?

7. Kathy wants a pleated skirt.

1) What is the most important quality needed for the item in this situation?

2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

3) What property of the fiber gives the fabric this quality?

8. Mrs. Jones wants curtains for her dining room window.

1) What is the most important quality needed for the item in this situation?

2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

3) What property of the fiber gives the fabric this quality?

9. Mr. Smith wants a pair of overalls for farmwork in summer.

1) What is the most important quality needed for the item in this situation?

2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

3) What property of the fiber gives the fabric this quality?

10. Jane wants shorts for tennis.

1) What is the most important quality needed for the item in this situation?

2) What quality does polyester fabric have that makes it an acceptable or unacceptable choice for this situation?

3) What property of the fiber gives the fabric this quality?

Lesson 5: Qualities of Polyester/Cotton Fabrics

Objectives:
1) Determine the qualities of polyester/cotton blend fabrics.
2) Recognize some common blend ratios.
3) Write care instructions for garments or household items made from cotton, polyester or a blend.

Content Statements

1. Increasing polyester content gives greater wrinkle resistance, higher elasticity, faster drying times but decreases comfort, increases static electricity and oil stain absorbency.

2. Higher levels of cotton content promotes increased comfort, more brillant color, reduced tendency to absorb oil-borne dirt, but increased need for ironing, and absorption of water-born stains.

3. Today's most popular ratio's for cotton/polyester fabric blends are 65/35, 50/50, 35/65, although blends as unequal as 80/20 and 20/80 have proven useful.

4. Stain removal is a concern with all polyester/cotton blends.

ACTIVITIES

I. Introduction - 10 minutes

A. Have students look at labels collected, garments displayed, if possible for content. May look in garments they are wearing.

B. Put findings on a transparency or blackboard.

II. Discussion - 15-20 minutes

A. Teacher encourages students to make statements or ask questions about blends based on lessons of last 4 days.

B. Use transparencies, answer questions as a group.

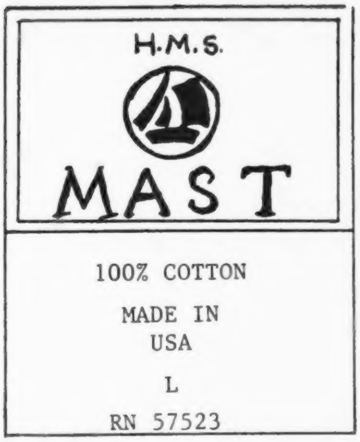
C. Summarize using some of content statements.

Concluding statement might be something like:
Fiber content is probably the most important determinant of fabric quality but other things, e.g., weaves, finishes, dyes, also affect fabric quality and care necessary. Other lessons in subsequent home economics courses might provide insight into these.

III. Test - 15-20 minutes

Administer test.

Transparency 1

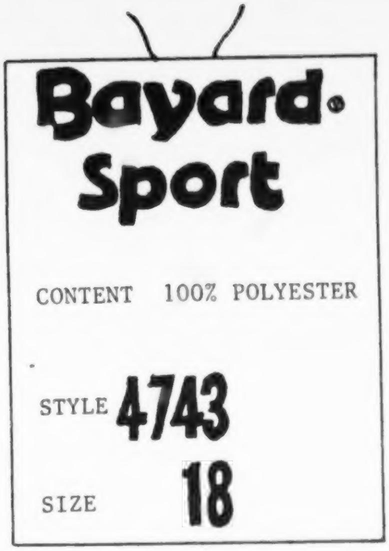

H.M.S.
MAST

100% COTTON
MADE IN
USA
L
RN 57523

1. What garment or household item might this label have come from? What other items might be made from 100% cotton?

2. What are the likely qualities of this item made from 100% cotton?

3. What laundry instructions would you give the person caring for this item?



Bayard. Sport

CONTENT 100% POLYESTER

STYLE 4743

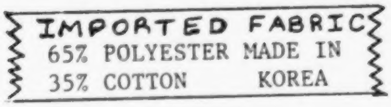
SIZE 18

1. What garment might this label have come from? Name a household item that might contain 100% polyester.

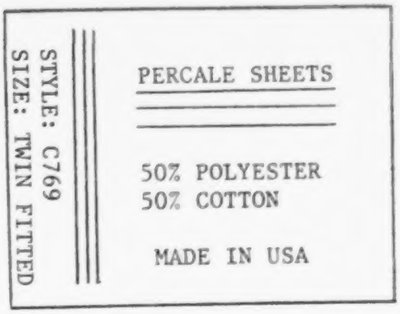
2. What qualities can this garment be expected to possess?

3. Name some specific foods or household items that might produce a stain on this garment.

Transparency 3



IMPORTED FABRIC
65% POLYESTER MADE IN
35% COTTON KOREA

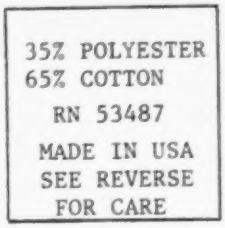


STYLE: C769
SIZE: TWIN FITTED

PERCALE SHEETS

50% POLYESTER
50% COTTON

MADE IN USA



35% POLYESTER
65% COTTON
RN 53487
MADE IN USA
SEE REVERSE
FOR CARE

1. The center label is from twin size, fitted sheets. Would you choose to buy this item with this fiber content? Why or why not?

2. Write a simple care instruction label that would be appropriate for all the above.

3. Both oil base and water based stains are a problem with these items. What care rule can help ease this problem?

Cotton/Polyester
Fiber and Fabric Test

Name ______________________________ Date ______________ Period ___

Part I Directions: In each of the following statements, BOTH PARTS OF THE STATEMENT ARE TRUE. You are to decide if the second part explains why the first part is true. If it does, write "Y" in the blank to the left of the statement. If it does not, write "N".

_____ 1. Cotton is absorbent because the fiber is made of cellulose.

_____ 2. Polyester fabric dries quickly because the fibers are not very absorbent.

_____ 3. Cotton fabrics are comfortable to wear in summer because the fibers are absorbent.

_____ 4. Polyester fabrics generate static electricity because the fibers are smooth.

_____ 5. Cotton is flammable because the fibers are short and crimped.

_____ 6. Polyester fabric generates static electricity because the fibers are not affected by chemicals.

_____ 7. Cotton fabrics wrinkle because the fibers are not very elastic.

_____ 8. Polyester fabrics are uncomfortable to wear in humid weather because the fiber is manufactured from petroleum.

Part II Directions: Choose the best fiber content in each of the situations below. Write the letter of your choice in the blank to the left of the statement.

A. 100% Cotton
B. 100% Polyester
C. Blend of 50%A and 50%B

_____ 1. Jim has feet that perspire. He wishes to purchase a pair of socks.

_____ 2. Jane is traveling this summer. She wishes to purchase garments that can be packed in little space, require minimal care, and will look nice.

_____ 3. Bill wishes to buy a beach towel with maximum absorbency.

_____ 4. Gene wants jeans that are comfortable, need no ironing and not be so likely to absorb oil stains when he works on his car.

_____ 5. Joan wants a clown costume the brightest color possible.

(Over)

_____ 6. Kim wants her pajamas made from a more flame resistant fiber possible.

_____ 7. Bert wants his track suit to be relatively wrinkle resistant, comfortable and static resistant.

Part III Directions: Answer the following questions as briefly as possible but in complete sentences.

1. George is going to buy himself a new pair of jeans this afternoon. What might be the most important quality that George wants that pair of jeans to have?

2. What fiber content (cotton, polyester, blend) would you suggest that George choose?

3. What two properties does the fiber content he chose give the fabric of his jeans?

4. Based on the fiber content what hint in relation to care of his jeans will you give George?

Cotton/Polyester
Fiber and Fabric Test

Name Answer Sheet Date ______________ Period ___

Part I Directions: In each of the following statements, BOTH PARTS OF THE STATEMENT ARE TRUE. You are to decide if the second part explains why the first part is true. If it does, write "Y" in the blank to the left of the statement. If it does not, write "N".

Y 1. Cotton is absorbent because the fiber is made of cellulose.

Y 2. Polyester fabric dries quickly because the fibers are not very absorbent.

Y 3. Cotton fabrics are comfortable to wear in summer because the fibers are absorbent.

N 4. Polyester fabrics generate static electricity because the fibers are smooth.

N 5. Cotton is flammable because the fibers are short and crimped.

N 6. Polyester fabric generates static electricity because the fibers are not affected by chemicals.

Y 7. Cotton fabrics wrinkle because the fibers are not very elastic.

N 8. Polyester fabrics are uncomfortable to wear in humid weather because the fiber is manufactured from petroleum.

Part II Directions: Choose the best fiber content in each of the situations below. Write the letter of your choice in the blank to the left of the statement.

A. 100% Cotton
B. 100% Polyester
C. Blend of 50%A and 50%B

A 1. Jim has feet that perspire. He wishes to purchase a pair of socks.

B 2. Jane is traveling this summer. She wishes to purchase garments that can be packed in little space, require minimal care, and will look nice.

A 3. Bill wishes to buy a beach towel with maximum absorbency.

C 4. Gene wants jeans that are comfortable, need no ironing and not be so likely to absorb oil stains when he works on his car.

A 5. Joan wants a clown costume the brightest color possible.

(Over)

B 6. Kim wants her pajamas made from a more flame resistant fiber.

C 7. Bert wants his track suit to be relatively wrinkle resistant, comfortable and static resistant.

Part III. Directions: Answer the following questions as briefly as possible but in complete sentences. (Two possible answers are given, others would be correct. Answers 2-4 are dependent on answer 1.)

1. George is going to buy himself a new pair of jeans this afternoon. What might be the most important quality that George wants that pair of jeans to have?

   A. George would like jeans that are comfortable to wear.
   B. George would like jeans that are easy to care for.

2. What fiber content (cotton, polyester, blend) would you suggest that George choose?

   A. I suggest George buy cotton jeans.
   B. I suggest George buy jeans with a blend of cotton and polyester fibers.

3. What two properties does the fiber content he chose give the fabric of his jeans?

   A. Cotton fabrics are cool, absorbent
   B. Cotton/polyester fabrics are usually wrinkle resistant, fast drying

4. Based on the fiber content what hint in relation to care of his jeans will you give George?

   A. The washing directions for cotton could say: machine wash in hot/warm water with detergent; touch up if crease or less wrinkles desired.

   B. The washing instructions for cotton/polyester fabric are: machine wash warm/cool water, spin dry on medium heat, hang immediately.

CLOTHING RELATED LIFE SKILLS

PHASE II

Laundry
Operation of the Sewing Machine

UNIT: Clothing Related Life Skills--Phase II

OVERALL OBJECTIVES:

1. Determine and demonstrate appropriate care for personal clothing items.
2. Use laundry equipment to obtain the best results.
3. Operate the sewing machine to do basic stitching with control.
4. Use measurements to make a pattern fit.
5. Use woven material to best advantage in making a project.

TOPICAL LESSON OUTLINE:

PAGE

1. Sorting Clothes for Laundering 53
2. Stain Removal 62
3. The Washing Machine 67
4. Drying, Pressing and Storage 75
5. Hand Laundering and Dry Cleaning 81
6. Preparing Fabric for Layout 85
7. Introduction to the Sewing Machine 89
8. Threading the Sewing Machine 95
9. Obtaining a Sewing Machine Operators License 98
10. Making a Pattern for the Bookcover 100
11. Layout, Cutting and Marking 104
12. Finishing Raw Edges and Hemming 107
13. Fitting and Completion of Bookcover 109

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Sorting Clothes for Laundering

OBJECTIVES:

1. Locate care labels on various garments.
2. Decide best cleaning procedures for various types of garments.
3. Sort clothes for best machine laundering and use of energy.

GENERALIZATIONS:

1. Fiber content of fabric is an important factor in determining the best laundry procedure.
2. Construction, dyes and soil also influence sorting procedures for load and type of wash in a machine.
3. Correct care can enhance the life of a garment as well as keep its original appearance longer.
4. Final decisions on laundry method for a specific garment may also involve considerations about best use of resources.

RESOURCES:

1. Laundry bulletin board.
2. Handout: "Consumer Care Guide for Apparel."
3. Several garments with care labels.
4. Transparencies: "Sorting--The First Laundry Step"
   "Cartoon"

ACTIVITIES:

1. Use "Cartoon" transparency.
   Questions
   - How do we know this needs to be washed separately?
   - What characteristics might the garment have that determines it needs to be washed separately?
   - What might happen if we ignore this label information?
   - What step is this in the laundry process?
2. Use the bulletin board to illustrate an overview of laundry procedure.

3. Pass out various garments and ask students to locate care labels. Refer to "Consumer Care Guide" for a better understanding of labels. To involve students in the reading of this guide, ask questions concerning information found on labels. Examples might be:

   A. What is the difference between line dry and drip dry?
   B. How does a label reading "Dry Clean Only" differ from a label which reads "Professionally Dry Clean Only"?
   C. Can a garment which says to machine wash be dry cleaned?
   D. What temperature setting can be used when the care label reads "Tumble Dry"?
   E. The care label from a white blouse is gone. The blouse is 100% cotton. What recommendation would you make for the care label (refer to information found in previous textile unit). Why?

4. Using transparency, "Sorting--The First Laundry Step," have each class member or group place their item under the appropriate category. Have them explain their reason for placing their item in the category. The following are examples of garments and their care labels which could be used.

	GARMENT	CARE LABEL
A.	Dark plaid blouse	Machine wash cold, cold rinse
B.	White cotton T-shirt	Machine wash
C.	Yellow silk blouse	Machine wash delicate, line dry
D.	Light blue towel	Machine wash, tumble dry
E.	Black shorts	Wash separately, cold water
F.	Light blue plaid shirt	Machine wash, tumble dry remove promptly
G.	Red wool sweater	Machine wash delicate, block to dry

5. See worksheet for possbile placement in each category & discussion questions.

   Other questions:

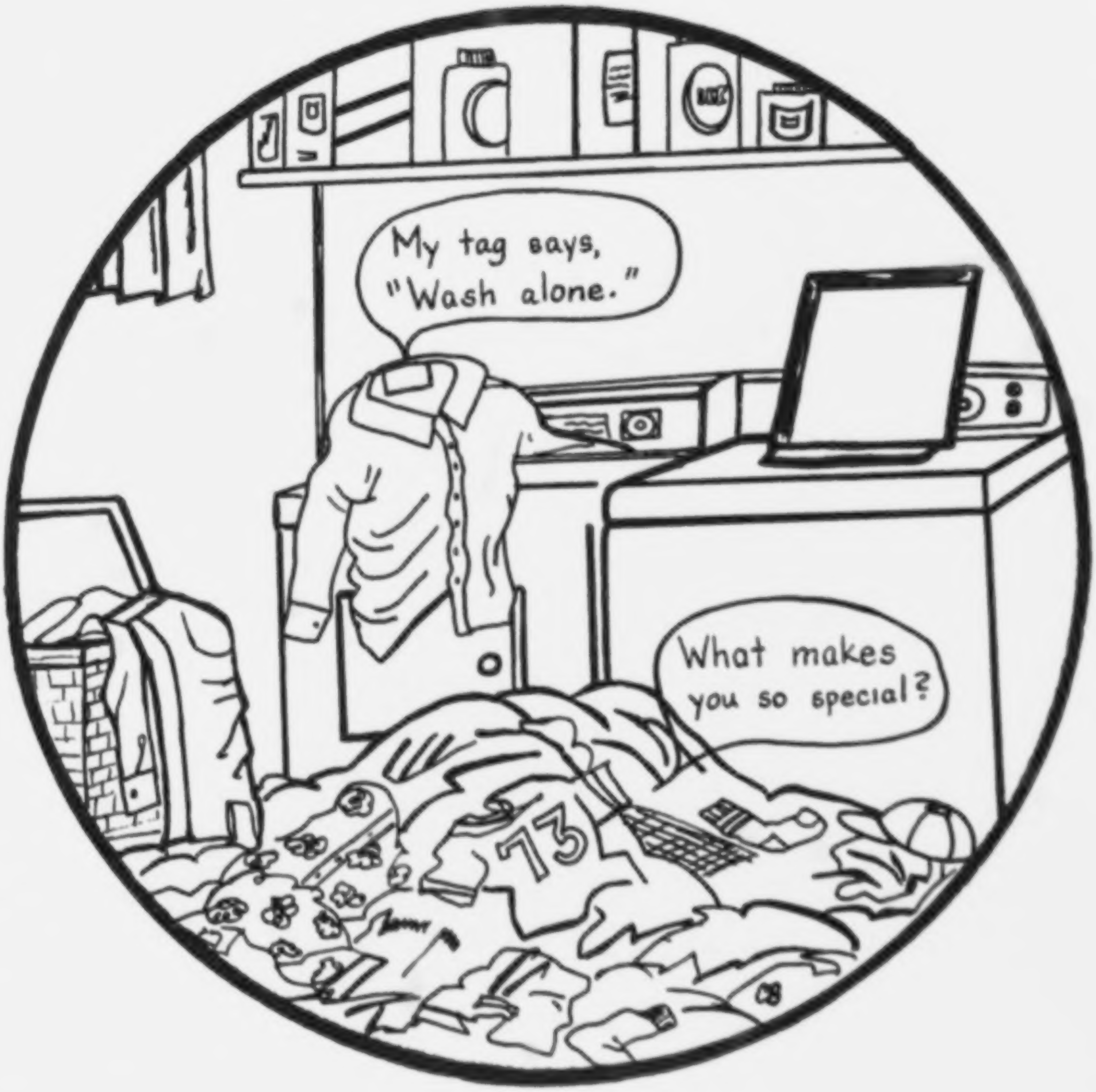
   1) How do we handle small loads of laundry?
      a) Wait until there is a full load before washing
      b) Wash it by hand
      c) Use "mini" basket or low water level on machine.

   2) List resources involved in laundering
      a) Time
      b) Money--detergent, softeners, cost of water
      c) Energy--gas or electricity

   3) How can we conserve or make the best use of our resources?

6. Summary: Ask questions

What is the most important factor in deciding laundry method?
Where do we find laundering information on a garment?
When sorting clothes, what must we consider?
How does correct & careful care effect a garment?
How do our laundry choices effect our use of resources?


My tag says, "Wash alone."
What makes you so special?
73

CONSUMER CARE GUIDE FOR APPAREL

This Guide is made available to help you understand and follow the brief care instructions found on permanent labels on garments. Be sure to read all care instruction completely!

	WHEN LABEL READS	*IT MEANS*
MACHINE WASHABLE	Machine wash	Wash, bleach, dry and press by any customary method including commercial laundering and dry cleaning.
	Home launder only	Same as above but do not use commercial laundering.
	No chlorine bleach	Do not use chlorine bleach. Oxygen bleaches may be used
	No bleach	Do not use any type of bleach.
	Cold wash Cold rinse	Use cold water from tap or cold washing machine setting.
	Warm wash Warm rinse	Use warm water or warm washing machine setting.
	Hot wash	Use hot water or hot washing machine setting.
	No spin	Remove wash load before final machine spin cycle.
	Delicate cycle Gentle cycle	Use appropriate machine setting; otherwise wash by hand
	Durable press cycle Permanent press cycle	Use appropriate machine setting; otherwise use warm wash, cold rinse and short spin cycle.
	Wash separately	Wash alone or with like colors.

	WHEN LABEL READS:	*IT MEANS:*
NON MACHINE WASHING	Hand wash	Launder only by hand in lukewarm (hand comfortable) water. May be bleached. May be dry cleaned.
	Hand wash only	Same as above, but do not dry clean
	Hand wash separately	Hand wash alone or with like colors
	No bleach	Do not use bleach.
	Damp wipe	Surface clean with damp cloth or sponge
HOME DRYING	Tumble dry	Dry in tumble dryer at specified setting high, medium, low or no heat.
	Tumble dry Remove promptly	Same as above, but in absence of cool-down cycle remove at once when tumbling stops.
	Drip dry	Hang wet and allow to dry with hand shaping only.
	Line dry	Hang damp and allow to dry.
	No wring No twist	Hang dry, drip dry or dry flat only. Handle to prevent wrinkles and distortion.
	Dry flat	Lay garment on flat surface.
	Block to dry	Maintain original size and shape while drying.
IRONING OR PRESSING	Cool iron	Set iron at lowest setting.
	Warm iron	Set iron at medium setting.
	Hot iron	Set iron at hot setting.
	Do not iron	Do not iron or press with heat.
	Steam iron	Iron or press with steam.
	Iron damp	Dampen garment before ironing.
MISCEL-LANEOUS	Dry clean only	Garment should be dry cleaned only, including self-service.
	Professionally dry clean only	Do not use self-service dry cleaning.
	No dry clean	Use recommended care instructions. No dry cleaning materials to be used.

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The American Apparel Manufacturers Association, Inc.

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SORTING—THE FIRST LAUNDRY STEP

1. Begin by reading the care label
2. Then consider color, fabric, construction, amount of soil and size

STURDY WHITES	**DELICATES**
COLORFAST BRIGHTS AND MEDIUMS	**POLYESTER KNITS/ DURABLE PRESS**
NON-COLORFAST "BLEEDERS"	**EXTRA-BIG THINGS**

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SORTING—THE FIRST LAUNDRY STEP

1. **Begin by reading the care label**
2. **Then consider color, fabric, construction, amount of soil and size**

STURDY WHITES

b. cotton t-shirt

Discussion:

List other items you might find in this category.

Can you name some items in this area which might be too soiled to put with a load of white t-shirts? (e.g., dirty socks, white cleaning cloths)

DELICATES

c. yellow silk blouse
g. red wool sweater

Discussion:

Can these two items be washed together? Why/why not?

COLORFAST BRIGHTS AND MEDIUMS

d. towel
f. plaid shirt

How do you test an item for colorfastness?

Are there any other categories that could include lt. towel? (sturdy whites) plaid shirt (durable press)

Why should shirt be removed promptly from dryer?

POLYESTER KNITS/ DURABLE PRESS

f. plaid shirt

List items you would find in this load of laundry.

NON-COLORFAST "BLEEDERS"

e. black shorts
a. dark plaid blouse

Can these be washed together? Explain.

Are there other items you could wash with the shorts? Yes, other black articles of clothing.

EXTRA-BIG THINGS

Give examples--large rugs or bath mats, curtains, bedspreads, sleeping bags.

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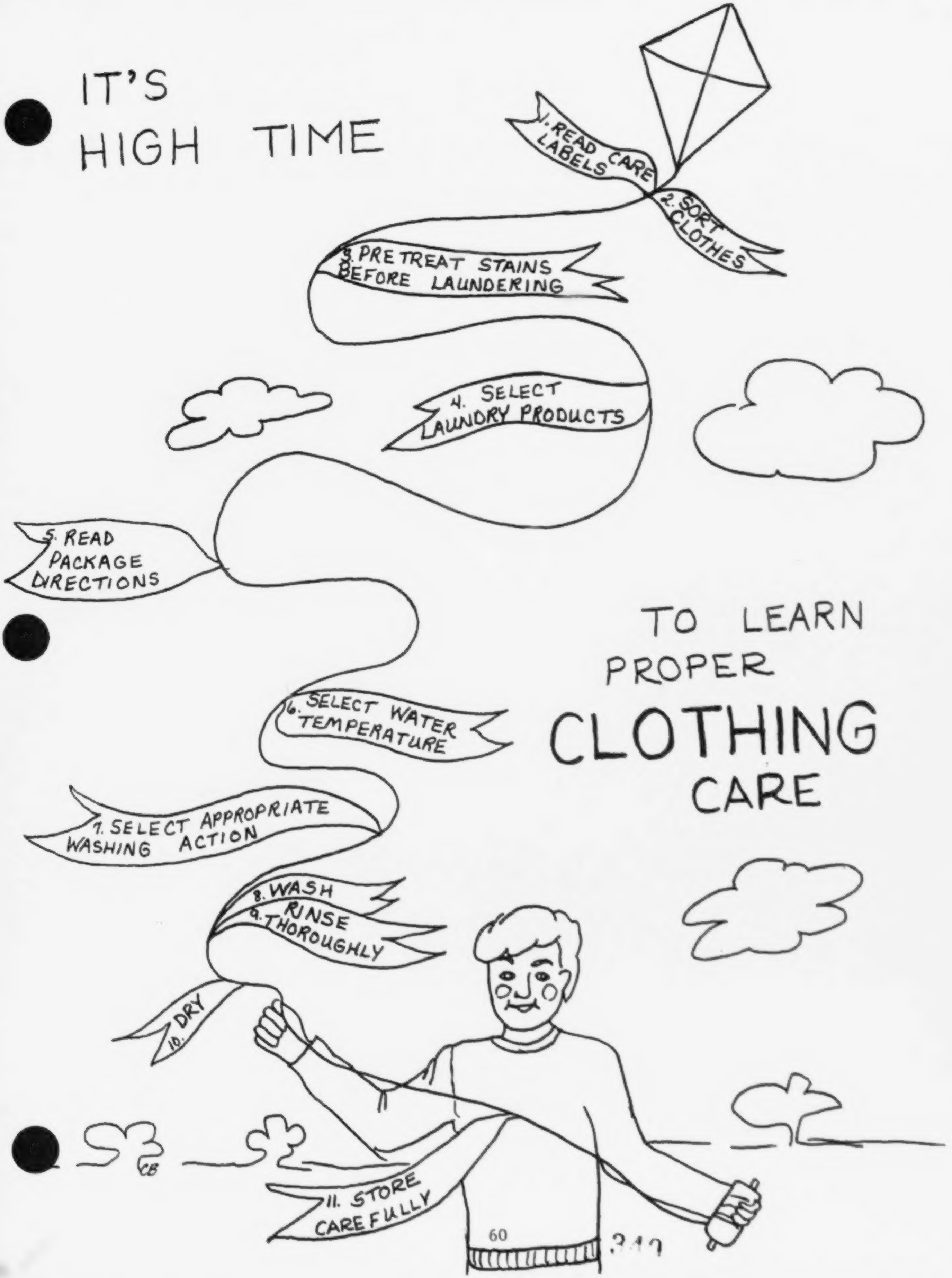
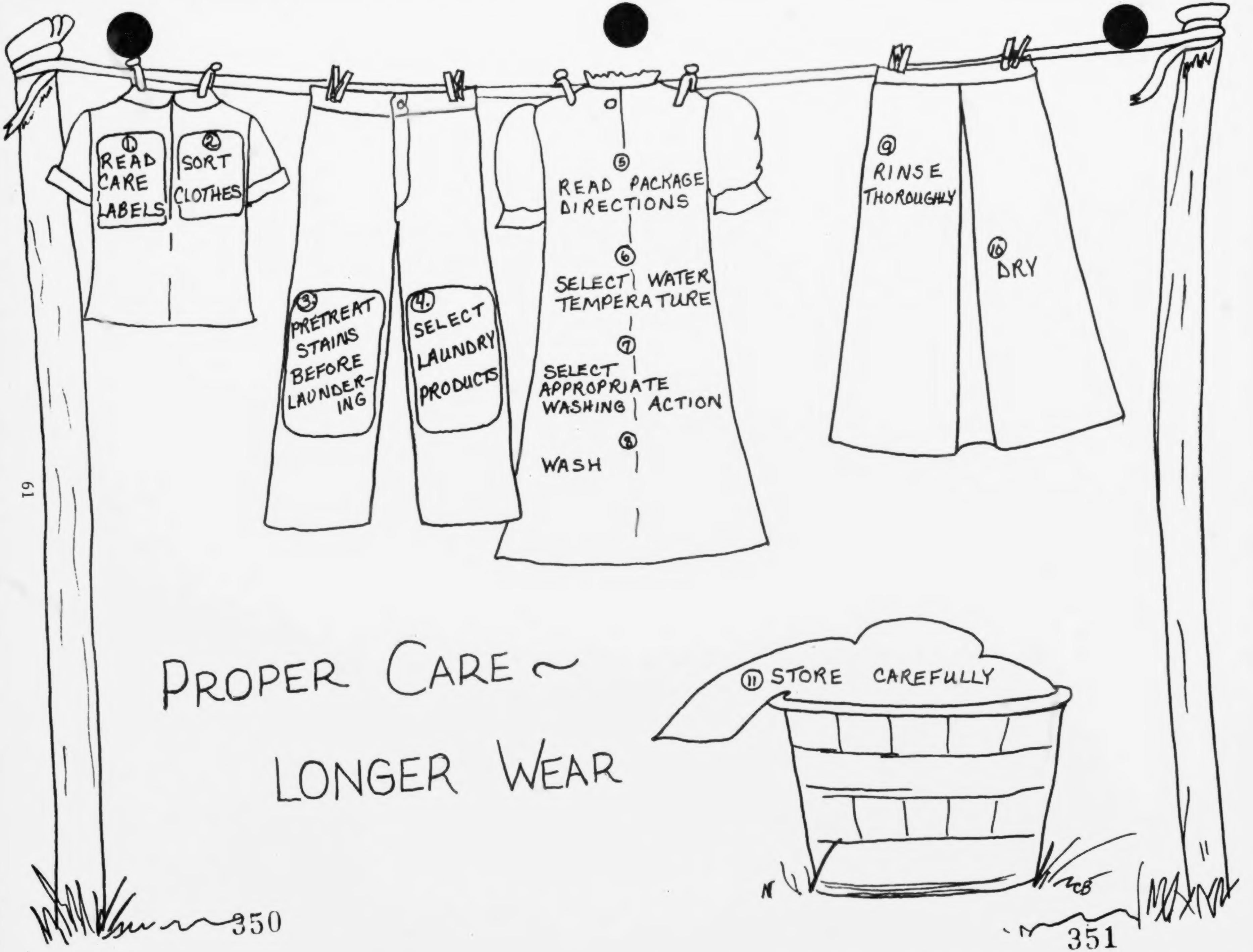
IT'S HIGH TIME TO LEARN PROPER CLOTHING CARE


1. READ CARE LABELS
2. SORT CLOTHES
3. PRETREAT STAINS BEFORE LAUNDERING
4. SELECT LAUNDRY PRODUCTS
5. READ PACKAGE DIRECTIONS
6. SELECT WATER TEMPERATURE
7. SELECT APPROPRIATE WASHING ACTION
8. WASH
9. RINSE THOROUGHLY
10. DRY
11. STORE CAREFULLY
CB


① READ CARE LABELS
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⑧ WASH
⑨ RINSE THOROUGHLY
⑩ DRY
⑪ STORE CAREFULLY
PROPER CARE ~ LONGER WEAR
CB

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Stain Removal

OBJECTIVES:

1. Determine what type of stain removal and pretreatment are necessary for a given stain by referring to various resources, e.g., cookbooks, textbooks, extension materials.

2. Perform and evaluate stain removal techniques.

GENERALIZATIONS:

1. If treated properly and promptly, most stains can be removed.

2. Pretreatment of stains depends on the kind of soil or stain, and the fiber content and color of fabric.

3. In considering an unknown stain, using no heat, and washing compounds that are safe for the fabric and color will more likely produce the desired results.

RESOURCES:

1. A stained swatch of fabric for each student.
   A. 4" square
   B. Variety of types of fabric
   C. Variety of stains, e.g., chocolate, grease, ink
   D. Some fresh stains, some 4-5 days old
   E. Some stains are identified and some are not.

2. Supplies needed to remove the stains. Check the stain removal chart for the supplies needed.

3. Copies of the stain removal chart as well as other sources, e.g., cookbooks, extension pamphlets.

4. Worksheet, "Stain Removal" for each student.

ACTIVITIES:

1. Demonstrate removal of an unknown stain, discussing procedures to follow.
   A. Use a washable garment.
   B. Show the resource you are using to determine procedure.
   C. Discuss such points as:
      1. Advantages of attending to a stain as soon as possible.
      2. When the origin of the stain is unknown, it is safer to start with cold water because heat can set a stain.
      3. Others

2. Each student will select, at random, a stained swatch of fabric. (There will be a variety of stains as well as types of fabric. Some of the stains will be identified and some will be unknown. Some stains will be fresh and some will be 4-5 days old.) After selecting a stain, each student will determine how to pretreat and launder the fabric using resources available in the department. Resources might include their textbook, cookbooks, extension materials or pamphlets. When the student has determined how to remove and launder her/his stain and recorded this information on her/his worksheet, she/he proceeds to the kitchen or areas set up to remove her/his stain. Results will be recorded on their worksheets.

   Supplies to have on hand: (supplies will be determined by stains selected)

   Give more than one student the same stain.

3. Summary

   After students have completed the assignment, compare results together. Discussion might involve these questions:

   What resources did you find most helpful in finding a method of stain removal?

   Can you think of other resources you might look in other than what is in the classroom?

   How does color effect the type of product you use to remove a stain? fiber content?

   Compare the oil stains. Which came out easier or better? The one that was freshly applied or the one which was a few days old? What does this say to you about stain removal?

   How should you remove a stain which is unknown?

STAIN REMOVAL CHART

	Supplies Needed	Procedure
Chewing Gum	1. Ice, Knife 2. Cleaning fluid	1. Rub area with ice until gum hardens. Scrape off with knife. 2. Sponge affected area if stain remains.
Blood	Cold water, warm wash water.	Soak in cold water immediately. Wash in warm (not hot) water. Rinse well.
Chocolate or cocoa	Hot water. Hot sudsy water.	Dip stain in hot water. Wash in hot sudsy water.
Fruit juices, coffee or tea	Cold water. Boiling water. Bowl or pan.	Soak in cold water. Stretch stained area over the bowl. Pour boiling water over the stain from a height of one to two feet.
Grease from foods or cold cream	1. Cleaning fluid, warm soapy water. 2. Talc (on light colors) or cornstarch. 3. Clean white blotting paper and an iron.	1. Sponge with cleaning fluid and wash in warm water. 2. Sprinkle area with powder and let stand several hours. Brush off and repeat if necessary. 3. Place the stain between two blotting papers and press with a warm iron.
Grease from machinery	Petroleum jelly or fat. Warm sudsy water.	Rub the stain with the fat or petroleum jelly and wash in warm water.
Ink (permanent)	Milk and a bowl. Warm sudsy water.	Soak spot in a bowl of milk until it sours. Repeat. Wash in warm sudsy water.
Ink (ballpoint)	Hairspray.	Spray stain generously with hairspray and rub with a clean dry cloth.

	Supplies Needed	Procedure
Lipstick	Petroleum jelly. Warm sudsy water.	Rub stain with petroleum jelly. Wash in warm sudsy water.
Nailpolish	Nail polish remover except on acetate fabric.	Sponge with nail polish remover.
Grass	1. Detergent. 2. Rubbing alcohol (if safe for dye) 3. Bleach appropriate for fabric.	1. Dampen the stain and work in a detergent. Rinse. 2. If stain persists, use rubbing alcohol as a solvent if safe for dye. 3. Use an appropriate bleach. Launder.
Mud	Warm suds. Brush	Allow mud to dry. Brush off as much dry mud as possible. Wash in warm suds and rinse.
Rust	Lemon juice Salt Sun	Apply lemon juice and salt. Place in the sun.

STAIN REMOVAL

NAME ______________________________ PERIOD __________

STAIN, IF KNOWN ____

FABRIC CONTENT, IF KNOWN ______________________________________

DIRECTIONS:
1. Using resources available, determine how to pretreat and launder this stain. Record this information.
2. Record the author, name and page of resources you used.
3. Move to the appropriate area and try removing the stain by using the method you have described on the worksheet.
4. Record your results.
5. Clean up the area used to remove stain.
6. Attach fabric swatch to this worksheet and hand it in.

Pretreatment Method:

Laundering Method:

Resources Used:

Results:

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: The Washing Machine

OBJECTIVES:

1. Make decisions about appropriate washing methods of clothing and household items.
2. Use washing equipment properly.
3. Use laundering skills in simulation and in real life situations.
4. Make laundry decisions that consider energy usage and conservation.

RESOURCES:

1. Transparencies: "Water Temparatures for Laundering"
   "Appropriate Laundering Conditions for Typical Washable Items, By Machine or Hand Laundry"
2. Three garments for students to determine washing procedures for.

   OR

   Copies of the "Case Studies" for students to use in class.
3. Department washing machine.
4. Worksheet: "Laundry Home Project" for each student.

ACTIVITIES:

1. Discussing the washing machine.
   - A. Loading the washing machine.
     - 1) Load lightly
     - 2) If packed into washer, this hinders movement and reduces cleaning
     - 3) Check washing machine manual for classroom machine for suggestions
   - B. Water temperature
     - 1) Affects the cleaning efficiency of the detergent
     - 2) All detergents work better in warm than in cold (even those formulated for cold water wash)
     - 3) Using transparency "Water Temperatures For Laundering," discuss temperature of water appropriate for various types of laundry

C. Agitation

Using transparency, "Appropriate Laundering Conditions For Typical Washable Items, By Machine or Hand Laundry" discuss column two--amount of washing action

D. Rinsing

1) Flushes the wash water from the clothes with clean water
2) Carries with it
    a) Dissolved laundry products used in washing
    b) Suds
    c) Soil held in suspension in the wash water by the detergent
    d) Lint which was loosened and removed from clothes during the washing
3) An occasional load of clothes may require an extra rinse. If so, simply reset the timer dial to the start of the rinse cycle and let the washer complete the cycle.

E. Spinning or wringing

Using the transparency, "Appropriate Laundering Conditions For Typical Washable Items, By Machine or Hand Laundry," discuss column 3 and column 4.

2. Do one of the following:

A. Divide the class into groups of three. Pass out a garment to each group. Have them decide what water temperature, agitation and spin should be used in machine laundering the item. (Decision should be based on: care label, fiber content and information given in the above discussion.) Report their decisions and reasons to the class.

B. Divide the class into three groups. Give each group one of the case studies listed below to solve. Have students report back to the class.

Case Study #1

Carol is about to wash a load of jeans when she realizes she is not familar with the new washing machine. Where might she go for information regarding its operation? List two sources.

Case Study #2

John has just washed his shirt which he needs to wear that afternoon. Because he wants to save energy he washed it with a full load of other items. When he pulls it from the washing machine it is terribly wrinkled. What could have caused this. List more than one cause.

Case Study #3

Jean has sorted the laundry. She has done a careful job and referred to many of the care labels when sorting. She has a blouse which does not have the care label attached. It is a white shirt and she does know that it is 100% cotton. What water temperature and what cycle would you recommend Jean use. Explain your choices.

3. Take students to the class washing machine if available. Refer to the manufacturer's handbook to demonstrate its use and settings.

4. ENERGY USAGE IN LAUNDRY:

Brainstorm with the students ways to conserve energy in laundry.

Examples: select warm or cold rather than hot water
rinse in cold
only wash full loads of laundry
line dry instead of using the dryer
dry several loads in a row so the dryer remains hot

ASSIGNMENT: "Laundry Home Project"

Appropriate Laundering Conditions For Typical Washable Items, By Machine or Hand Laundry

Types of Loads	Amount of Washing Action (Agitation)	Spinning or Wringing	Comments
Sturdy white and color-fast	Regular cycle or 10-18 minutes of regular agitation speed in the wash and 2-6 minutes in the rinse	Regular cycle or regular spin speed and time. Normal pressure setting on wringer	Provides best possible cleaning and water extraction for items that can withstand regular wash conditions
Sturdy non-colorfast	Regular agitation speed Reduce wash time to 8-10 minutes	Regular spin speed and time Normal wringer pressure	Reduced wash time helps limit color loss. Handle quickly in hand washing from wash to rinse. Roll in a towel to absorb as much water as possible before drying
Sturdy durable permanent press	Durable/permanent press cycle or 8-10 minutes, regular agitation speed	Durable/permanent press cycle or Slow spin speed or 2-3 minutes of regular spin speed Light pressure on wringer	Reduced wash time helps preserve finish Slow spin, short spin time or light pressure helps minimize wrinkling
Delicate fabrics including delicate synthetics or durable press fabrics with delicate trim, knits	Gentle, durable/permanent press cycle, gentle cycle or knit cycle or 6-8 minutes slow agitation in wash; 2-3 minutes in rinse If regular agitation speed is used allow only 2-4 minutes in wash and 1-2 minutes in rinse Squeeze or rub gently by hand	Gentle, durable/permanent press cycle, gentle cycle or knit cycle or 3-4 minutes of slow spin speed Avoid wringing or use very light pressure	Reduced agitation time and speed helps to protect delicate items, to preserve special finishes and to minimize shrinkage and snagging of knits Reduced spin minimizes wrinkling

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Appropriate Laundering Conditions (continued)

Types of Loads	Amount of Washing Action (Agitation)	Spinning or Wringing	Comments
Poorly constructed garments and fabrics that ravel or fray easily	Treat as delicate fabrics	Bulky, absorbent items may benefit from regular spin or wringing	Reduced wash time and speed will help minimize fraying and pulling apart at seams. Regular spin will not contribute to fraying
Woolens—either woven or knit	Use slow agitation speed Allow only 1-2 minutes in wash and 1-2 minutes in the rinse Squeeze gently when washing by hand	Use regular spin speed Use normal wringer pressure for blankets	Agitation in both the wash and rinse must be reduced to an absolute minimum to minimize shrinkage and felting of woolens which have not been treated for shrinkage control Treated woolens can be done in a knit cycle or delicate cycle Regular spinning or wringing will not contribute to shrinkage and will speed drying

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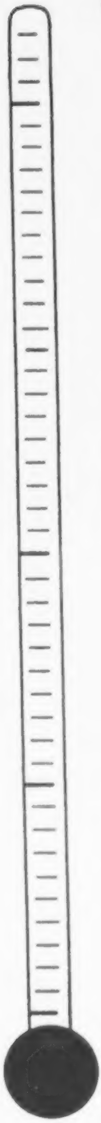
WATER TEMPERATURES FOR LAUNDERING

	FAHRENHEIT	CELSIUS
1. Why use HOT water?	140°F.	60°C.
2. Why use WARM water?	100°F.	38°C.
3. Why use COLD water?	80°F.	27°C.
4. Why is this TOO COLD for washing clothes?	below 60°F.	16°C.



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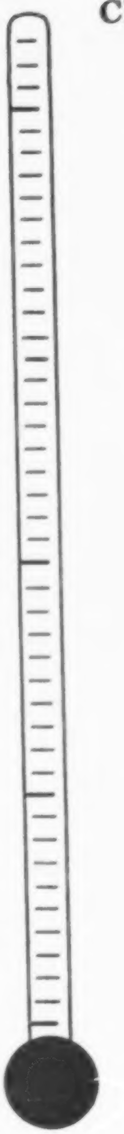
WATER TEMPERATURES FOR LAUNDERING

FAHRENHEIT CELSIUS



1. Why use HOT water? 140°F. 60°C.

Gives quickest and best cleaning results.
Sanitizes best

Use on
Sturdy whites
Colorfast items
Diapers
Heavily soiled, durable press

2. Why use WARM water? 100°F. 38°C.

Reduces fading.
Preserves finish of durable press.
Minimizes shrinkage.
Tends to reduce wrinkling of fabrics.

Use for
Moderately soiled clothes, durable press, man-made fibers.

3. Why use COLD water? 80°F. 27°C.

Minimizes wrinkling and fading of colors.
Saves hot water supply.
Saves energy.

Use for
Extra sensitive colors. Rinsing--especially for very lightly soiled items, delicate items, durable press items.

4. Why is this TOO COLD for washing clothes? below 60°F. 16°C.

The cleaning performance of all detergent products is significantly diminished at this temperature.

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LAUNDRY HOME PROJECT

NAME ____________________ PERIOD __________

DATE DUE ____________________

Directions: Sort the family laundry and prepare one load for washing in the machine or several items to be washed by hand. Answer the following questions.

1. List the items to be washed.

2. List the information on **two** of the care labels from the items selected.

	item	care label information
a.	____________________	____________________
b.	____________________	____________________

3. What pretreatment method, if any, was used?

4. What washer settings, e.g., water temperature, load size, order of washing, were used? Why?

5. How were these items dried?

PARENT COMMENTS:

PARENT SIGNATURE ____________________

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Drying, Pressing and Storage

OBJECTIVES:

1. Determine the most appropriate method for drying a garment.
2. Use drying and pressing equipment properly.
3. List the advantages of proper clothing storage.
4. Demonstrate proper storage techniques for various types of clothing.
5. Perceive the advantages and disadvantages of using the laundromat.
6. Clean the iron when necessary.

GENERALIZATIONS:

1. Selection of a drying method for a garment is based on characteristics of the garment and methods of drying available to you.
2. Fiber content and finish determine the setting of the iron.
3. Proper storage of clothing can save time, and help clothes last longer.
4. Storing clothing in a neat and organized fashion may result in a better looking garment when you are ready to wear it.
5. Laundromats are a way of making machine washing and drying facilities available to more persons.
6. The availability of washing and drying facilities may affect decisions about the care of clothing.
7. Proper care and regular cleaning of the iron helps prolong its life and results in a more desirable appearance after pressing.

RESOURCES:

1. Transparencies: "Drying Clothes Properly"
   "Tips for Drying"
2. Department dryer
3. Worksheet: "How Should I Store Clean Clothing," one per student

ACTIVITIES:

1. Transparency: "Drying Clothes Properly"
   - A. Go over with students the advantages and disadvantages of each (students may even think of more)
   - B. Add the laundromat to this list and let students brainstorm advantages and disadvantages

2. Transparency: "Tips for Drying"
   Go over with students

3. Take students to the dryer and point out features. Emphasize using the manufacturer's handbook.

4. Pressing
   - A. Show students the location of pressing equipment and demonstrate setting up equipment
   - B. Demonstrate use
     - 1) Fiber content determines temperature & setting
       - a) cotton--hot iron 425°
       - b) polyester--cool to moderate 325°
     - 2) Steam is helpful in removing wrinkles and setting creases
     - 3) Distilled or soft water prevents mineral build-up
     - 4) To prevent scorches, ripples or melting of fabric, set iron appropriately & place in upright position when not in use
     - 5) Storing the iron in an upright position on its heel is recommended by most manufacturers
     - 6) Stainless steel or specially coated sole plates on irons can be scratched by ironing over pins
   - C. Storage of equipment
     - 1) Cool iron completely
     - 2) Wind cord loose around iron
     - 3) Store upright on the heel unless designed otherwise
   - D. Cleaning the iron
     - 1) Insides
       - a) Make a solution of equal parts vinegar and water
       - b) Fill the iron
       - c) Turn the iron on steam and place on a cookie sheet in the sink until it all steams out
     - 2) Soleplate
       - a) Clean with very fine steel wool and silver cleaner
       - b) Wipe clean with a soft cloth
       - c) Rinse with water
       - d) Dry

5. Clothing Storage
   - A. Why?
     - 1) Saves time
     - 2) Helps clothing look better when you wear it
     - 3) Helps clothing last longer

B. How? (demonstrate as you discuss)
   1) Remove clothing promptly from the dryer
   2) Avoid crowding clothing in the closet or drawers
   3) Hang slacks by putting the inside leg seams together and hanging over a padded hanger
   4) Button or zip clothing when you hang it
   5) Insert hanger from the bottom of a knit top to avoid stretching the neck
   6) Fold socks in pairs
   7) Fold and neatly stack underclothing

C. If storage is limited
   1) Remove unwearable clothing
   2) Remove out of season clothing

ASSIGN: "How Should I Store Clean Clothing?

NAME ______________________
HOUR ______________________

HOW SHOULD I STORE CLOTHING?

Directions: Indicate with a letter in the blank how you would store the following clothing.

Write an **H** for the things you would **h**ang.

Write an **F** for the things you would **f**old.

Write an **N** for the things you would **n**either hang nor fold.

Write a **C** for those you can **c**hoose to store by hanging or folding.

_____ jeans
_____ T-shirt
_____ sweatshirt
_____ sweater
_____ down or polyfill vest or jacket
_____ swimsuit
_____ undergarments
_____ socks
_____ pajamas
_____ dress pants or slacks
_____ blazer or sport coat
_____ suit
_____ jogging suit
_____ sport uniform
_____ shorts
_____ mittens or gloves
_____ stocking cap

Drying Clothes Properly

1. There are several ways to dry clothes:
   - Tumble drying in an automatic dryer
   - Line drying (outdoors or indoors)
   - Flat drying

   Below are the advantages and disadvantages of each.

	Advantages	Disadvantages
Tumble Drying	Saves time and effort Makes clothes soft, sometimes fluffy Smooths clothes, removes wrinkles (particularly from man-made fiber fabrics and durable press) Is not dependent upon the weather	Initial cost of equipment Cost of operation May not have space for a dryer Uses more energy
Line Drying-outdoors	Gives clothes fresh smell Enables large items (bedspreads, blankets) to dry thoroughly without agitation or tumbling action Little cost of equipment (clothespins, clothesline, etc.) No energy required	Dependent upon weather Clothes are stiffer than when tumble dried Clothes sometimes get dirty (as in an industrial community, for example) Sunlight can damage colors
Line Drying-indoors	Not dependent upon weather Convenient when only 1 or 2 small items are washed	Clothes take longer time to dry May not have good space available Inconvenient to have clothes hanging indoors Clothes can be stiff because there is little air movement
Flat Drying	Helps prevent shrinkage Especially good for wool sweaters and some leather items	May not have the necessary space Items dry slowly

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2. Tips For Drying

a. In An Automatic Dryer

1) Read and follow the directions for use in the dryer instruction booklet.
2) Clean the lint filter after each use.
3) Remove dryer-added fabric softener sheets after each use.
4) Avoid overloading the dryer. Large loads take longer to dry. If clothes do not tumble freely, they will be more likely to wrinkle.
5) Separate light from heavy weight fabrics for faster, more even drying.
6) When possible dry full loads. Drying small loads wastes energy.
7) When possible wash and dry several loads consecutively. A warm dryer shortens drying time, thus saves energy.
8) Do not overdry fabrics. Overdrying can increase shrinkage, especially in knits. It may make fabrics feel limp and causes selvages to curl, making household linens harder to handle.
9) Remove durable press items from the dryer as soon as it stops to reduce the likelihood of wrinkling. If this is not possible, let the dryer run a few more minutes to freshen the clothes. (Some dryers automatically provide intermittent tumbling after the drying period to help keep the clothes from wrinkling.)
10) Do not dry glass fiber fabrics automatically unless the hang tag or label states otherwise. Some glass fibers may break as a result of the tumbling action.
11) Do not dry foam padded items (e.g., bedroom slippers, bras, etc.).
12) See the instruction book for care of special items, e.g., rubber, plastics.

b. On A Clothes Line

1) Be sure the clothes lines are clean before hanging clothes.
2) Secure the clothes carefully with clean clothespins.
3) Smooth items and straighten selvages, seams, collars, cuffs and the like as much as possible while the item is wet. This will make pressing easier.
4) Dry colored items in the shade if possible to minimize fading. If they must be hung in the sun, take them down just as soon as they are dry.
5) Distribute the weight of a heavy item, e.g., a bedspread over 2 or 3 lines rather than just one.

c. On A Flat Surface

1) Dry woolens and leather items away from direct heat.
2) Dry items on a clean, absorbent surface (such as a towel) to speed drying. Never use newspaper because the ink can stain fabrics.
3) Some dryers provide a rack and a no-tumble setting for flat surface drying.

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UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Hand Laundering or Dry Cleaning

OBJECTIVES:

1. To identify garments suitable for hand washing and dry cleaning.
2. Use proper procedure in washing an item by hand.
3. Understand the purpose of dry cleaning in order to make wise decisions in using commercial dry cleaning facilities.

GENERALIZATIONS:

1. Some garments require hand washing or dry cleaning due to their fiber content, finish, and/or special trim.
2. Labels often identify garments requiring hand washing or dry cleaning.
3. Dry cleaning uses a chemical solvent to clean clothes.

RESOURCES:

1. Wool sweater and items necessary to demonstrate hand washing.
   A. Soap/detergent
   B. Wash basin
   C. Brown paper bag
2. Bulletin PM-980, "Cleaning Your Clothes"
   Order several copies from the
   Cooperative Extension Service
   Iowa State University
   Ames, Iowa
3. Price list from a local dry cleaner.

ACTIVITIES:

1. If possible plan a field trip to a local dry cleaners.

OR

2. Discuss and demonstrate the care of special items.
   A. Demonstrate hand washing of a wool sweater and flat drying.
      1) Lay sweater out on brown or white paper and trace the original shape. (Remind them not to use newspaper as the ink may come off on the garment.)
      2) Wash in cool water.
         a) Do not wring (keep agitation and handling at a bare minimum)
         b) Avoid stretching
         c) May soak for 3-5 minutes (no more than that if the item is colored)

    3) Rinse several times in cold water.
        a) Do not wring or twist
        b) Keep rinsing until excess soap is removed
    4) Dry flat.
        a) Lay out an absorbent towel and place paper with shape of sweater over it
        b) Lay sweater on the paper and shape to fit original size
        c) Dry away from direct heat
        d) Occasionally during drying you may need to reshape or block

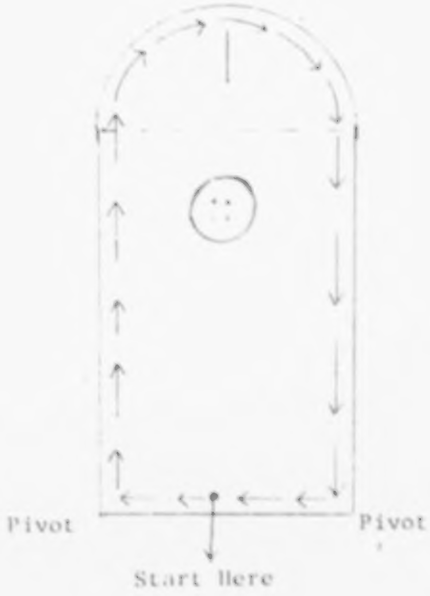
B. Dry cleaning
    1) Go over the pamphlet, "Cleaning Your Clothes," pp. 20-23
        a) Coin operated dry cleaning vs. professional dry cleaning
        b) Steps in dry cleaning
        c) Items suitable for dry cleaning
    2) Try to secure from a local dry cleaner a price sheet for having items cleaned.

    How might this affect our clothing purchases?

SEWING PRETEST

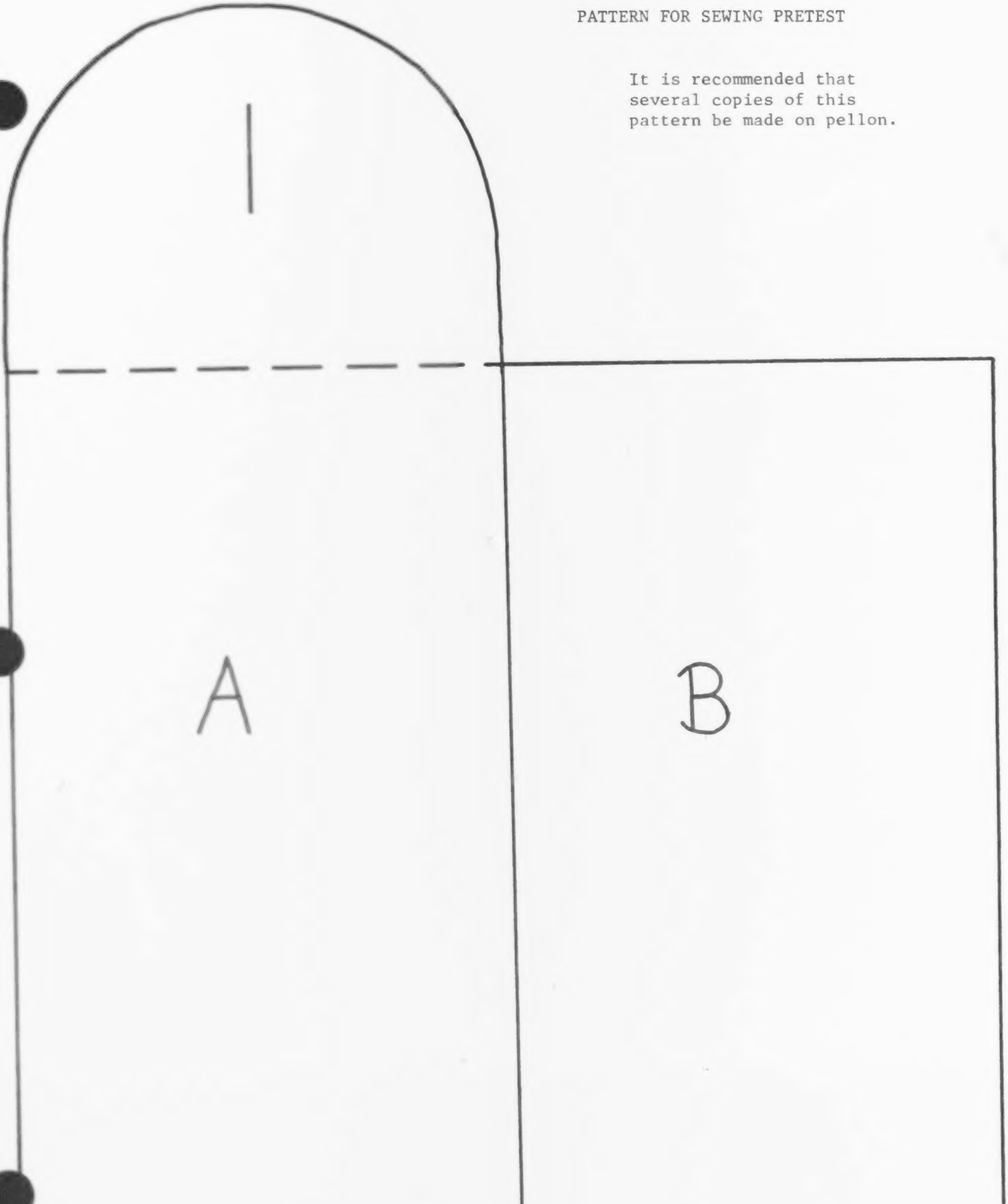
Directions: Listed below are the step by step directions for making a case to carry glasses, calculator, etc. Following these directions, complete the project and turn into your instructor.

1. Wind the bobbin.
2. Thread the sewing machine.
3. Pin pattern pieces A and B to a single layer of felt.
4. Cut out pattern pieces A and B on the heavy black cutting line. (Use pinking shears if available.)
5. Transfer the button and buttonhole markings onto the felt using an invisible marking pen.
6. Remove the pattern.
7. To make the buttonhole, cut a slit in piece A along the buttonhole marking.
8. Sew a 3/4" button to piece B with the center of the button over the button marking.
9. Place piece B, button side up on top of piece A matching the square corners. Pin in place.
10. Starting at the center of the bottom of the case, sew 3/8" from the edge around the entire case. Pivot the square corners. Overlap your stitching when you return to your starting point. (Refer to diagram.)



PATTERN FOR SEWING PRETEST

It is recommended that
several copies of this
pattern be made on pellon.



UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Preparing Fabric for Layout

OBJECTIVES:

1. Organize supplies and space for sewing.
2. Prepare the fabric for layout.

GENERALIZATIONS:

1. Preshrinking the fabric involves using a cleaning method appropriate to fiber and finish of fabric.
2. Preshrinking the fabric will insure that continued cleaning will not alter the finished product.
3. Using water in the steam iron that does not contain minerals, e.g., distilled or soft water, can prevent mineral deposits inside the iron.
4. Temperature and setting of the iron is determined by the fiber content of the item being pressed.
5. Pressing each step as you sew can help in implementing the construction process and result in a more attractive and accurate finished product.

RESOURCES:

1. "Student Checklist" one per 10 students.
2. Pressing equipment
   - A. Iron
   - B. Ironing board

ACTIVITIES:

1. Check off student supplies on "Student Checklist."
2. Assign tote trays.
3. Discuss preshrinking
   - A. Know fiber content to determine care
     - 1) Check labels
     - 2) Fiber identification process
   - B. Why do we preshrink or prewash
     - 1) Remove excess dye
     - 2) Insure that future cleaning won't alter size
4. Review location of pressing equipment and its use.

5. Discuss when to press.
   A. After preshrinking
   B. During every step of sewing
      1) Hold a hem or crease in place for sewing
      2) Greater accuracy
      3) Neater appearance

6. Prepare fabric for layout either at school or home.
   A. Preshrink
   B. Press

STUDENT CHEKLIST

PERIOD: ________

NAME									
Letter: sent home to parents									
Pretest: requested by parent									
passed									
alternative project									

Equipment and Materials:

fabric									
thread									
notions									

Optional Equipment:

measuring device									
pins									
pin cushion									
scissors									

Equipment borrowed from the department:

bobbin									
scissors									

STUDENT CHEKLIST (Cont.)	NAME								
measuring device									
pins									
Operation of the sewing machine:									
"Getting Acquainted with the Sewing Machine"									
stitching samples									
winding the bobbin									
threading the machine by the identification of parts									
passed driver's test									
Project completed and turned in for a grade along with the evaluation sheet.									

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Introduction to the Sewing Machine

OBJECTIVES:

1. Identify basic machine parts.
2. Operate the sewing machine with control.

GENERALIZATIONS:

1. Proper use of a machine involves the ability to find information on it's use and care in materials that accompany it.
2. Parts of the sewing machine used in threading are common in most sewing machines.
3. There is a relationship in speed and control that is part of the skill in operating a sewing machine.

RESOURCES:

1. Sewing machines.
2. Sewing machine manuals.
3. Handouts: "Vocabulary--Sewing Machine Parts"
   "Getting Acquainted with the Sewing Machine"
   "Stitching Practice Sheet I"
   "Stitching Practice Sheet II"

ACTIVITIES:

1. Demonstrate correct procedure for putting machine up and down in the cabinet.
2. Review sewing machine vocabulary list. Students should be able to identify basic machine parts. A sewing machine manual should be available at each machine.
3. Students work independently on "Getting Acquainted with the Sewing Machine." Indicate on student checklists the completion of "Getting Acquainted with the Sewing Machine."

VOCABULARY--SEWING MACHINE PARTS

MACHINE PART	FUNCTION
1. Foot control or knee control	Operates the machine, makes it run.
2. Hand wheel	Turns in a counter clockwise direction as machine runs. Moves the take-up lever up and down.
3. Take-up lever	Takes the thread up and down. A thread guide.
4. Presser foot lever	Moves the presser foot up and down.
5. Presser foot	Holds the fabric in place. Puts pressure on the fabric so it will move along.
6. Feed dogs	Moves the fabric along.
7. Back-stitch lever	Causes machine to run in reverse.
8. Stitch regulator	Regulates the length of stitches. Regular stitch length, 10 to 12 stitches per inch. Basting stitch length, 6 stitches per inch.
9. Light switch	Turns on light. In some machines it turns on power as well as the light.
10. Needle clamp	Holds needle in place. If not tight needle will slip out.

NAME ____________________________

HOUR ____________________________

GETTING ACQUAINTED WITH THE SEWING MACHINE

DIRECTIONS: Follow the directions and check each step as you work. Do not go to the next step until you fully understand the step you are on.

_____ 1. Set up the sewing machine and adjust the length of the stitches. Place the foot control carefully on the floor in the same position as the gas pedal on a car. You will push on it with your foot. Do not push on it until you are told to do so. Do not push anything until you are told to do so.

_____ 2. Sit directly in front of your machine.

_____ 3. Look at the diagram of your machine. Find the hand wheel on the right end of the machine. Use your right hand and turn the wheel toward you. Keep turning it until you get the feel of it. If you do not turn it toward you, you will lock your machine when thread is in it and you won't be able to sew.

_____ 4. Look at the front of the machine while you are turning the hand wheel. What moves? The knob on the front of the machine is called the take-up lever because it takes the thread up and down. Stop the wheel when the take-up is at the top.

_____ 5. Check the manual for the location of your light switch. Turn it on.

_____ 6. Look at the back of the machine. Do you see a lever that looks like a cat's tail? Reach through the arch of the machine and lower the lever. This lever is called the presser foot lever.

_____ 7. Did you notice that when you put the lever down, the machine part that looked like skis went down? That part is called the presser foot. When the presser foot is up, turn the hand wheel until the needle is also up.

_____ 8. Press slowly with your foot on the "gas pedal" (foot control). Look at the silver circle (throat plate) under the skis (presser foot). What happens? The saw-teeth you see are called feed dogs.

_____ 9. Lower the presser foot and push the "gas pedal" (foot control). How do you think the machine works? What would happen if you forgot to put the presser foot down? Let's see what happens. Lift the presser foot and make sure the needle is up.

Getting Acquainted (cont.)

_____ 10. Put a piece of notebook paper under the presser foot. Do not lower the presser foot. Take your hands away. Do not touch the paper. Push on the "gas pedal" (foot control). What happened?

_____ 11. Put the presser foot down. Do not touch the paper. Push on the "gas pedal," slowly. Did the paper move?

_____ 12. The machine is like you. It has to have the foot down to go anywhere.

_____ 13. Look at the presser foot. The engraved line is the center line. Line up your notebook paper with the center line on the presser foot. Gently place your finger tips on the paper to guide it. Sew slowly and see if you can follow the line on your notebook paper. Sew several straight lines slowly.

_____ 14. Check your manual and locate the backstitch control. Try backstitching four stitches, then stitching forward 2 inches, then back four stitches, etc., across the paper on a line.

_____ 15. If you stop the machine and the needle is down in the paper what do you do?

_____ 16. Check your manual for the location of the stitch length control. This control generally has numbers and sets the stitch length. Your teacher may discuss this further.

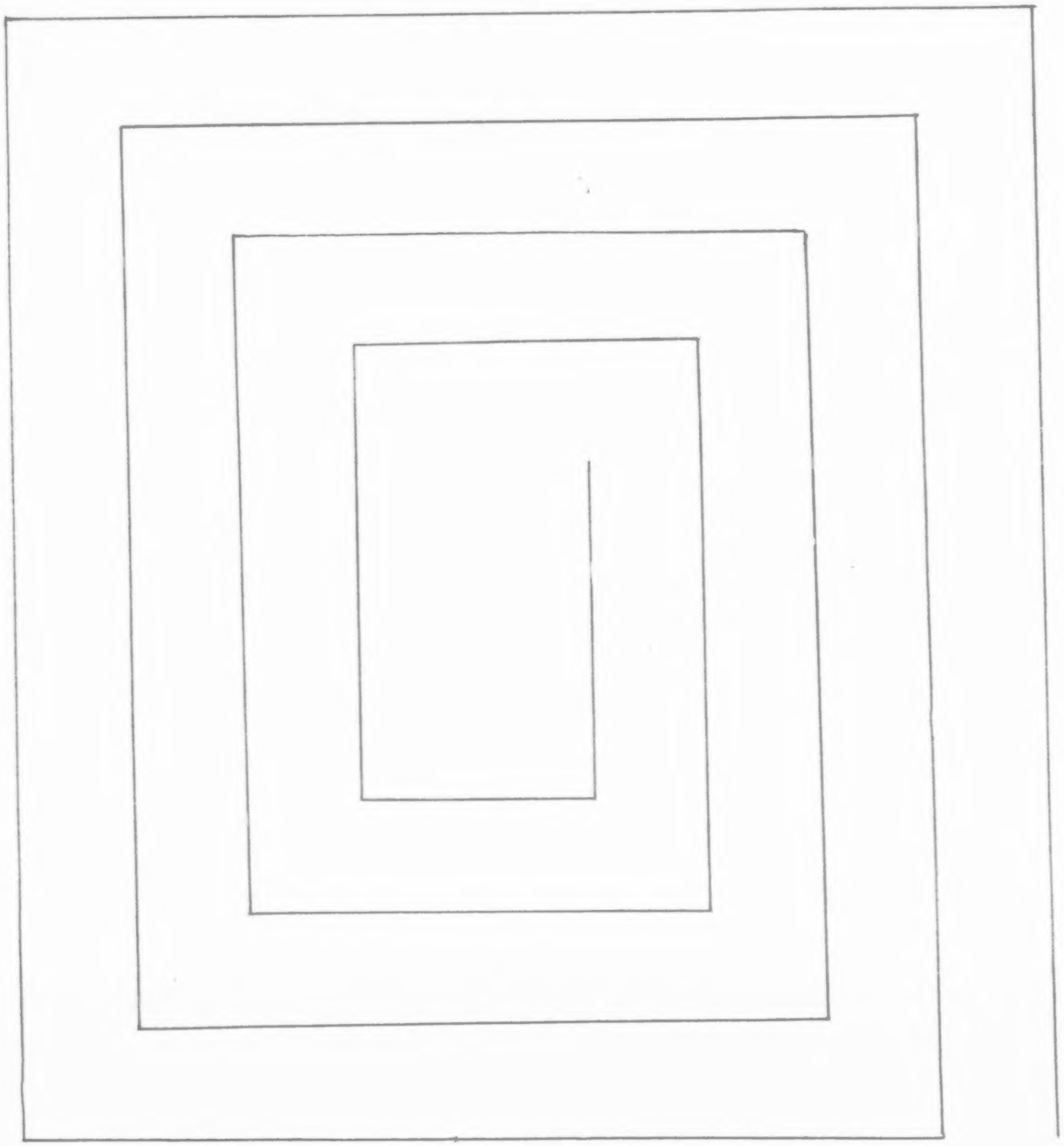
_____ 17. Ask your teacher for the Stitching Practice Sheets. Be sure to go slowly. It is more difficult to go slowly than fast but you will have better control.

NAME ____________________

HOUR ____________________

STITCHING PRACTICE SHEET I

DIRECTIONS: Using the sewing machine, stitch along the black lines. At the corners lift the presser foot with needle in the paper. Turn the paper, put down the presser foot, and continue stitching.

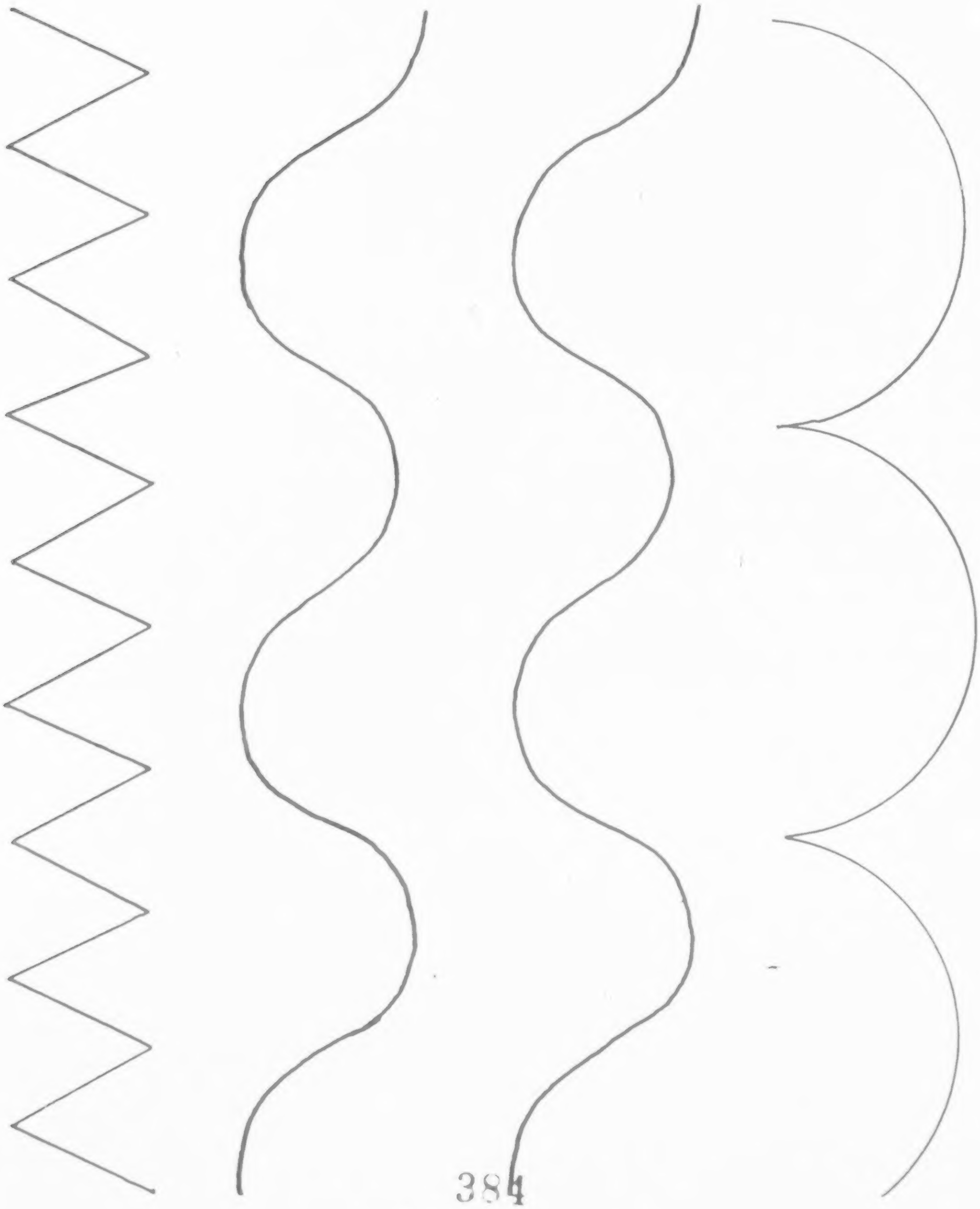


NAME ____________________

HOUR ____________________

STITCHING PRACTICE SHEET II

DIRECTIONS: Using the sewing machine, stitch along the black lines. At the sharp corners, lift the presser foot with the needle in the paper. Turn the paper, put down the presser foot, and continue stitching.



UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Threading the Sewing Machine

OBJECTIVES:

1. Identify basic parts of the machine used in threading.
2. Wind and insert the bobbin into the machine.
3. Thread machine to begin sewing.

GENERALIZATIONS:

1. Most sewing machines are threaded in a logical systematic order. This order proceeds from spool pin to tension disc to take-up lever and ends with the threading of the needle.
2. Correct placement of the bobbin in the bobbin case helps prevent problems with the lower tension.

RESOURCES:

1. Sewing machines.
2. Sewing machine manuals.
3. Bobbins.

ACTIVITIES:

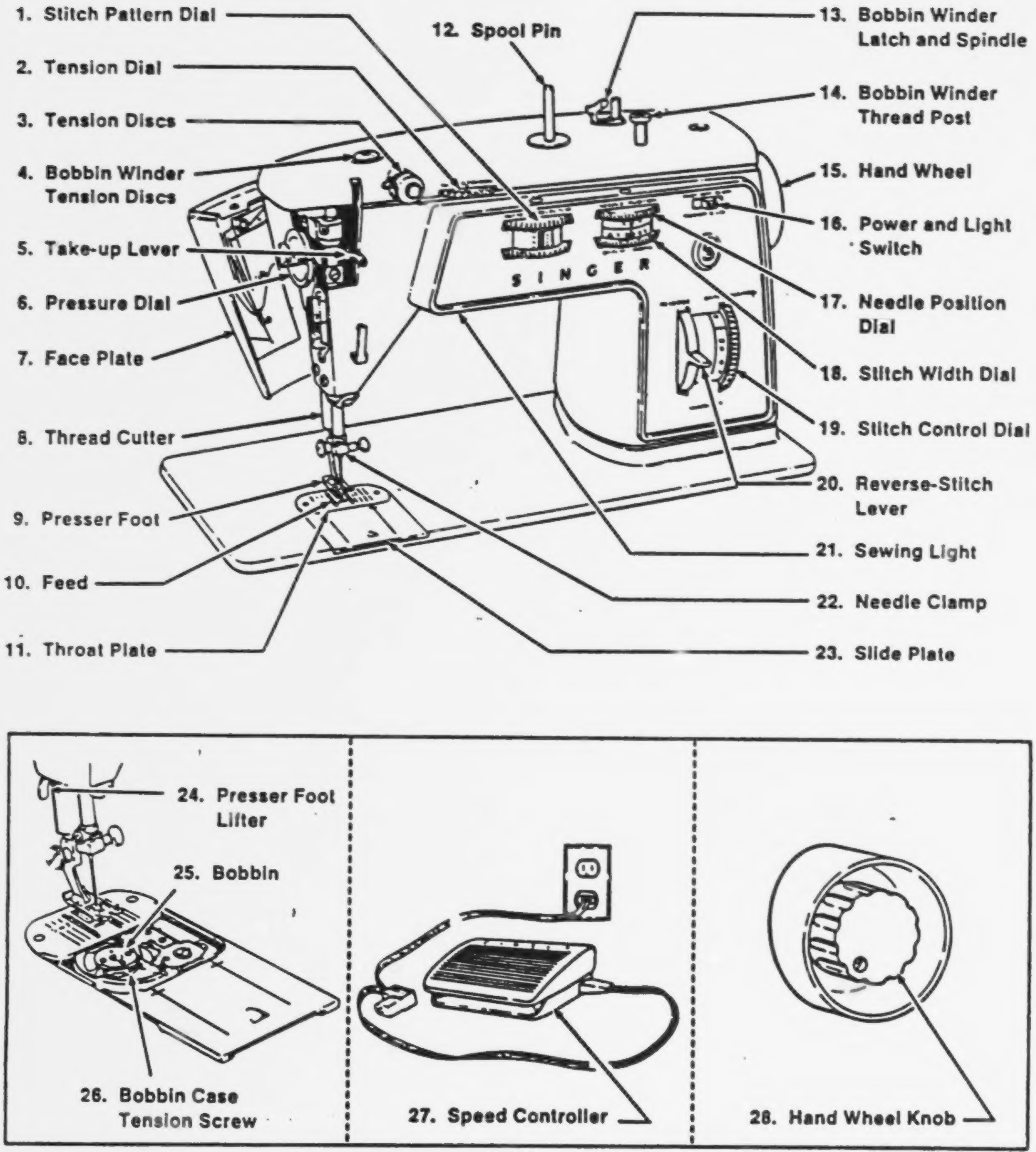
1. Review identification of the parts of the sewing machine used in threading.
2. Using the sewing machine manual and their own thread, have students thread their machine. (Start with spool pin. Take thread around tension disc to take-up lever. Go from take-up lever to needle. Refer to diagram in sewing machine manual for the location of thread guides between these steps.) Using the sewing machine manual have students wind a bobbin.
3. Check off on "Student Checklist."
4. Have students thread the top of their machine while you demonstrate in small groups how to insert the bobbin into the machine and bring up the bobbin thread.
5. Have students insert the bobbin & bring up the bobbin thread.

6. Have students unthread the machine & remove bobbin.

7. Have students thread the machine & insert the bobbin, bringing up the bobbin thread independently or in pairs. Check off on "Student Checklist."

8. Summary:
   A. What is the order of the machine parts used in threading?
   B. Which parts are more likely to be the same on all machines? Which ones might be different? Same = spool pin, tension disc, thread take-up, needle. Different = thread guides.
   C. How will this information help you thread other machines?
   D. How do you determine the direction the thread unwinds from the bobbin? in the bobbin case?
   E. Why is it important to insert the bobbin correctly in the bobbin case?

GETTING TO KNOW YOUR MACHINE


1. Stitch Pattern Dial
2. Tension Dial
3. Tension Discs
4. Bobbin Winder Tension Discs
5. Take-up Lever
6. Pressure Dial
7. Face Plate
8. Thread Cutter
9. Presser Foot
10. Feed
11. Throat Plate
12. Spool Pin
13. Bobbin Winder Latch and Spindle
14. Bobbin Winder Thread Post
15. Hand Wheel
16. Power and Light Switch
17. Needle Position Dial
18. Stitch Width Dial
19. Stitch Control Dial
20. Reverse-Stitch Lever
21. Sewing Light
22. Needle Clamp
23. Slide Plate
SINGER
24. Presser Foot Lifter
25. Bobbin
26. Bobbin Case Tension Screw
27. Speed Controller
28. Hand Wheel Knob

The Singer Co.

Parts of the sewing machine.

The Singer Co.
135 Raritan Center Parkway
Edison, N.J. 08817

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Obtaining a Sewing Machine Operators License

OBJECTIVES:

Demonstrate their skills in the threading and operation of the sewing machine.

GENERALIZATIONS:

Familiarity with and experience in operating the sewing machine will make completion of the sewing project easier.

RESOURCES:

"Sewing Machine Operator's License"

ACTIVITIES:

1. Students take the driving test on the sewing machine.
2. Upon successful completion of the driving test, issue the student a driver's license.

ASSIGNMENT: Bring to class tomorrow the book that you wish to cover.

Sewing Machine Operator's License

issued to

Name: ____________ Signed:

Date: ____________ ______________

Sewing Machine Operator's License

issued to

Name: ____________ Signed:

Date: ____________ ______________

Sewing Machine Operator's License

issued to

Name: ____________ Signed:

Date: ____________ ______________

Sewing Machine Operator's License

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Date: ____________ ______________

Sewing Machine Operator's License

issued to

Name: ____________ Signed:

Date: ____________ ______________

UNIT Clothing Related Life Skills

TOPIC/CONCEPT: Making a Pattern for the Bookcover

OBJECTIVE:

Make a pattern for the bookcover based on the measurements of the book.

GENERALIZATIONS:

Accuracy in measurements generally results in a nicer fit in the finished product.

RESOURCES:

1. Handouts: "Making Bookcover Pattern"
   "Project Evaluation Sheet"

2. Tape measure or ruler.

3. Pencil.

4. Newspaper or brown paper large enough to make pattern for bookcover.

ACTIVITIES:

1. Go over evaluation sheet with students. Explain that this will be turned in on the completion of each task. Check and evaluate each student on item #1, supplies, and #2, preparation of fabric.

2. Demonstrate steps in making the pattern for bookcover.

3. Students make bookcover pattern to be turned into instructor for evaluation on item #3. Pattern is due **no later** than the beginning of class tommorrow.

"PROJECT EVALUATION SHEET"

NAME ______________________

PERIOD ______________________

PROJECT ______________________

	POSSIBLE POINTS	STUDENT'S SCORE	INSTRUCTOR'S SCORE	COMMENTS
1. SUPPLIES: a. in class on time b. marked with name & hour c. organized & put away with care in tote tray				
2. PREPARATION OF FABRIC: a. preshrink b. pressed				
3. PATTERN: a. made correctly b. book measured correctly c. measurements of finished pattern figured accurately				
4. LAYOUT AND CUTTING: a. grainline straight by pulling thread b. straight edges as a result of cutting technique used				
5. MARKING: a. accurate b. appropriate technique used				
6. FINISHED EDGES: a. straight stitch 3/8" from the edge b. zig-zag correct width and length on the same edge				
7. CLEAN FINISH OR HEM: a. stitched 3/8" from edge b. pressed on stitching line c. stitched 1/4" from folded edge d. correct stitch length used e. straight				

NAME ______________________________

PERIOD ______________________________

PROJECT ______________________________

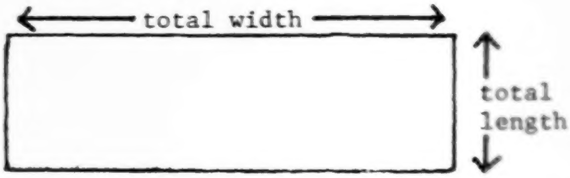
	POSSIBLE POINTS	STUDENT'S SCORE	INSTRUCTOR'S SCORE	COMMENTS
8. SEAMS: a. stitched 5/8" or correct width for fit b. correct stitch length c. backstitched d. straight				
9. OVERALL APPEARANCE: a. proper fit b. clean c. pressed d. creative (optional)				
10. USE OF TIME: a. works independently on task assigned b. promptly begins to work when class begins				
11. BEHAVIOR: a. shows respect for others in group laboratory situation b. stores equipment in orderly fashion c. cares for equipment to prolong it's use				

Name______________________________

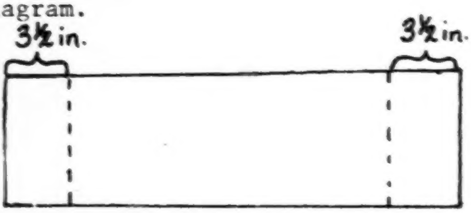
Hour______________________________

MAKING BOOKCOVER PATTERN

1. To determine the width of the pattern, measure your book from the edge of the front cover around the book to the edge of the back cover. (Use a tape measure) Record measurement__________________. Add 7 inches to this measurement for a total width of______________.
2. To determine the length of the pattern, measure your book from the top edge to the bottom edge. Record your measurement ________________. Add 1 3/4 inches to this measurement for a total length of_________.
3. Using your total length and total width measurements, cut a pattern from newspaper or brown paper.



4. On your paper pattern, mark two lines 3½ inches from each end parallel to the sides. This line will indicate a fold line as well as the grain line. See diagram.



5. When you have finished making your pattern, turn this direction sheet and your pattern in to the instructor for the final okay. Make sure you have your name on both papers. When you receive your pattern and direction sheet back, you are ready to continue to make your bookcover.

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Layout, Cutting and Marking

OBJECTIVES:

1. Layout pattern piece.
2. Cut out piece.
3. Transfer pattern markings to the fabric.

GENERALIZATIONS:

1. The selvage edge is the bound edge of the fabric.
2. The most stable grainline is the lengthwise, which runs parallel to the selvage.
3. The grainline arrow represents the area that is to have the least amount of stretch.
4. If pattern is firmly secured to material, the resulting product piece is more likely to reflect the appropriate grainline.
5. Using sharp scissors and cutting with long even strokes on the cutting line helps produce a nice even edge and an accurate duplication of the pattern.
6. Marking can be helpful in accurate construction and fitting of product if appropriately made and transferred.
7. Placement, e.g., right side or wrong side, characteristics of fabric and tools available, can determine the type of marking used.

RESOURCES:

1. 1/2 yard piece of fabric
2. Bookcover pattern
3. Pins
4. Sharp scissors
5. Marking pen
6. Thread and needle
7. Handout: "Guide Sheet for the Bookcover"

ACTIVITIES:

1. Using their fabric purchased define and identify

    A. Selvage edge
    B. Lengthwise grain
    C. Crosswise grain

2. Demonstrate the layout of the project on the fabric.

3. Demonstrate cutting

    A. Use sharp scissors for an accurate and even cut
    B. With your free hand hold fabric flat on the table
    C. Use long even strokes and cut on the cutting line
    D. Use the point of the scissors to cut corners and curves

4. Demonstrate 3 methods of marking

    A. Marking pen
    B. Small slit 1/8" into fabric at foldline
    C. Tailor tacs

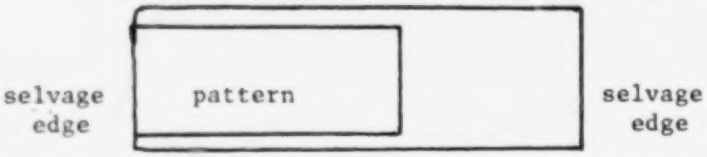
5. After demonstration, students will proceed with steps #1, #2, and #3 from the "Guide Sheet for the Bookcover."

Name______________________________

Hour______________________________

GUIDE SHEET FOR THE BOOKCOVER

Step 1. With fabric unfolded, single layer, lay pattern on fabric as illustrated. Place edge of bookcover pattern on selvage edge. Pin in place.



Step 2. Using long, even strokes, cut out pattern on the cutting line.

Step 3. Use tailors chalk or a marking pen to transfer fold line marking from pattern to fabric. Remove pattern from fabric. Marking may also be made by clipping 1/8 inch into fabric at fold line.

Step 4. On both long edges of fabric, stitch 3/8" from edge. Use regular stitch length (10-12), backstitch and cut threads. This provides a finished edge that won't ravel.

Step 5. Stitch 3/8" from edge on both ends. Turn edge to wrong side on stitching line. Press. Stitch 1/4" from folded edge using a straight stitch. This makes a clean-finished edge.

Step 6. Turn on fold line with right sides together. Pin. Try the cover on your book and adjust to fit. Press. Now sew where pinned along top and bottom of bookcover. This will be four seams approximately 5/8 inches deep and 3½ inches long. Be sure to backstitch at the beginning and end of each seam.

Step 7. Turn right side out. Press machine finished edge under 5/8" or as seam indicates. Slip cover onto book. Sit back and admire your work!! Fill out the evaluation worksheet and turn your project in for your instructor to grade.

*********If you have time remaining before this unit is complete, you might want to personalize your bookcover. Talk to your teacher for some ideas and BE CREATIVE!!!!!

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Finishing Raw Edges and Hemming

OBJECTIVES:

1. Recognize different finishes applied to the raw edge.
2. Use zig zagging and hemming where appropriate on their product.

GENERALIZATIONS:

The finish applied to the raw edge of the fabric, e.g., zig zagging, hemming, is determined by thickness and ravelling tendency of fabric as well as the finished look desired.

RESOURCES:

1. Cut out bookcover to demonstrate on.
2. Sewing machine and thread.

ACTIVITIES:

1. Demonstrate steps #4 and #5 on the guide sheet. Discuss why these types of finish were chosen for these particular steps.
2. Have students do steps #4 and #5. Check the students work on each step and evaluate on project evaluation sheet.

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Fitting and Completion of Bookcover

OBJECTIVES:

1. Make any adjustments needed to properly fit the bookcover.
2. Sew straight even seams.

GENERALIZATIONS:

1. If fitting is a continuous process during construction a more desirable fit will result.
2. Seams sewn evenly in the appropriate width using the correct stitch length, may result in a stronger, nicer fitting and more attractive finished product.
3. Backstitching at the beginning and end of a seam secures the threads so they may not pull out during continued use and cleaning.

RESOURCES:

1. Book and bookcover to demonstrate fitting.
2. Sample bookcovers that have been personalized.

ACTIVITIES:

1. Demonstrate steps #6 and #7 on the guidesheet.

   Emphasize--why we fit before we sew.
   --importance of even seams
   --the strength gained by sewing with 10-12 stitches per inch versus six
   --why we backstitch

2. Talk about ways to personalize their bookcover should they have time remaining upon the completion of their project. Optional.

3. Have students complete the bookcover using the guidesheet.

UNIT: Clothing Related Life Skills

TOPIC/CONCEPT: Completion of the bookcover

OBJECTIVE:

Complete the basic bookcover.

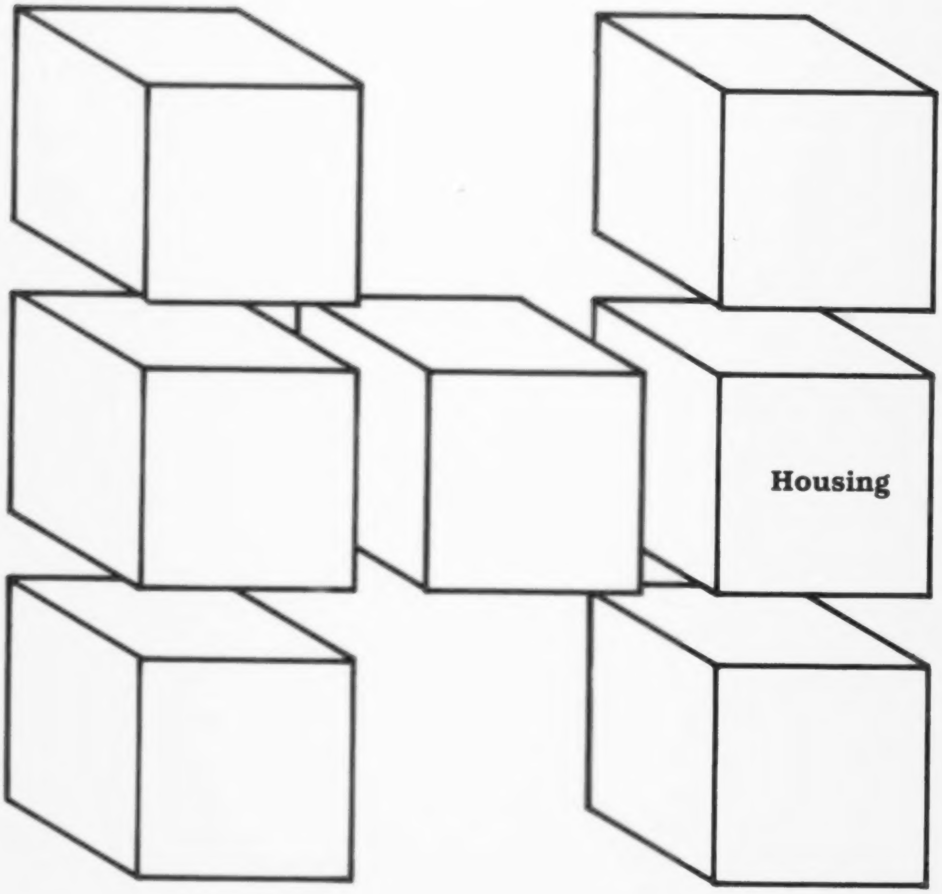
GENERALIZATIONS:

Pressing the finished product results in a more attractive and professional appearance.

ACTIVITIES:

1. Complete basic bookcover.
2. Students may personalize with time remaining. BE CREATIVE!!
3. Hand in completed bookcover with evaluation sheet attached.

Unit V - Life Skills in Sharing Housing Space



UNIT: Life Skills in Shared Housing Space

OVERALL OBJECTIVES:

1. Maintain positive personal relationships while sharing space/property.

2. Organize space/property for best use.

3. Identify categories of ingredients of cleaners used in the home and their functions.

4. Use specific surface cleaners to accomplish desired tasks.

TOPICAL LESSON OUTLINE:

Page

1. Introduction to Sharing Space/Property 3
2. Personal Relationships and Shared Space/Property 7
3. Space/Property Shared by Groups 8
4. Storage 11
5. Organizing Storage Space 13
6. Chemistry of Cleaning 15
7. Cleaning Products 24
8. Cleaning 29
9. Report on Cleaning/Housing Test 31

UNIT: Life Skills in Sharing Housing Space

TOPIC/CONCEPT: Introduction to Sharing Space/Property

OBJECTIVES:

1. Describe the space/property he/she shares at home and school.
2. Identify ways shared space/property use can be more enjoyable.

GENERALIZATIONS:

1. Persons in a family/school share space/property to conserve resources.
2. Sharing involves both rights and responsibilities of those persons involved.
3. In a given housing space, use of that space involves considering the needs of the total group as well as considering the most efficient use of that space.
4. Persons with different values may have to compromise in sharing space/property.
5. Clear communication among persons sharing space/property can facilitate more satisfactory use of that space/property.

RESOURCES:

1. Transparency: "Life Skills in Sharing Housing Space"
2. Overhead projector.
3. Case studies

ACTIVITIES:

1. Using transparency "Life Skills in Sharing Housing Space", state that housing space is usually a given (you as an individual can't move to a new place, build on, etc., whenever you feel crowded or a lack of space).
2. You each have space/property you share at home and school. What are these?
3. Have students make two columns on a sheet of paper as illustrated.

Shared Space/Property at home	Shared Space/Property at school

   A. Give students 5-10 minutes to list as many items in each column as they can.

   B. Have students share their lists with the class.

4. Ask questions about the use of space/property.

   A. What space/property is just yours in your home?

   B. What space/property do you share?

   C. What are some advantages and disadvantages of sharing space/property?

   D. Do you have a space where you can be alone where no one will bother you at home?

   E. How do you use this space?

   F. If private space is not available, how do you find privacy?

   G. Does everyone in your family have a private space?

   H. What space do you have at school that is just yours?

   I. What space do you share at school?

5. On their lists of shared space/property ask students to star space/property they wish they didn't have to share.

6. Then ask students to add additional space/property they could share but they do not.

7. Divide the class into groups. Give each group a case study. Ask the group to discuss the problem and recommend possible solutions. Have each group report to the class their recommendations.

8. Summary

   A. "What space/property are shared at home/school?"

   B. "What are some compromises that may need to be made in sharing space/property?"

   C. "How can persons with different values share property/space with some degree of ease?" (this will be discussed more tomorrow)

9. Assignment:

   A. Write a letter to Ann Landers or Dear Abby about a concern you have related to space or property you share at home or school. Refer to the list you make in class for ideas.

   B. Creative Living, p. 498-502, "Sharing Space".

LIFE SKILLS IN SHARING HOUSING SPACE

CASE STUDIES

1. My locker partner has a clarinet, gym shoes, a big coat, all her/his school books plus several library books and an art project in our locker. There is no room for my stuff. How can I talk to her/him about this?

2. My father will not allow me to play popular music on the radio if he can hear it. He plays his classical music and we all have to listen. How can I talk to him about this?

3. I need time by myself in the bathroom in the morning to take a shower, put on my make-up, comb my hair and brush my teeth. How can I convince my family I need more than 30 minutes? We have only one bathroom at our house. There are four of us in the family.

4. My brother and I both take piano lessons. We have some music we share, but some that is just each of ours. My brother always leaves his stuff spread all over the piano when he is finished. I think he should put it away. He does not keep his music in his half. How can I make my brother do his share of putting things away?

5. My brother and I share a room. Because I am the oldest my mother thinks I should be responsible for keeping it neat. I do not think that is fair. How can I convince my mother of that?

UNIT: Life Skills in Sharing Housing Space

TOPIC/CONCEPT: Personal Relationships and Shared Space/Property

OBJECTIVES:

1. Maintain positive personal relationships while sharing space/property.

GENERALIZATIONS:

1. Respect for space/property as well as persons can be reflected in the way space/property is used.
2. Compromise may be an important part of living.
3. Trying to think what the other person is thinking may be helpful in reaching a solution.
4. Persons may not know how others feel about shared space/property unless it can be communicated to them.

RESOURCES:

1. Letters written by students to Dear Abby or Ann Landers.

ACTIVITIES:

1. Ask students to hand in their letters to Dear Abby or Ann Landers unsigned or signed with a pen name.
2. After collecting the letters, hand them out again so that each student has someone else's letter.
3. Ask the students to take a few minutes to answer the letters.
4. Share the letters and answers with the group.
5. Summarize by asking ...
   - A. "What workable/useable guidelines for the shared use of space/property have been suggested as we've answered the letters to Ann Landers?" (list these on the board)
   - B. "What part does communication play in sharing space/property?"
   - C. "What part do values play in sharing space/property?"
   - D. Final summary includes generalizations.

UNIT: Life Skills in Sharing Housing Space

TOPIC/CONCEPT: Space/Property Shared by Groups

OBJECTIVES:

Use methods of communication to "sell" a decision related to shared space/property.

GENERALIZATIONS:

1. Some resources are impossible to do without, but we might be able to do with less.

2. Some resources we think are necessary can be done without if more important resources are needed.

3. Determining resources for the most "good" for the largest number of people involves the consideration of many factors.

RESOURCES:

1. Handouts: "Problem #1"
   "Problem #2"

ACTIVITIES:

1. Ask the class..."What groups of people share space/property?"

2. Introduce "Problem #1" to the group. Complete the activity as outlined.

3. Discuss possible reasons why one solution semed more helpful than the others.

4. Read "Problem #2". Complete the activities as outlined.

5. Ask...

   A. "What reasons were used to persuade?"

   B. "How did you feel about that solution?"

   C. Was it more difficult to "sell" if you did not agree?"

   D. "Why or why not?"

6. Summarize with generalizations. (those listed and perhaps others)

PROBLEM #1

Directions to teacher:

1. Read the problem to the class. (May give one printed copy to each group. See Step 2.)
2. Divide the class into four groups.
3. Assign one of the alternatives to each group.
4. Group chooses a leader to act as council member and spokesperson for the group.
5. Each group will gather information to support their cause.
6. Each group will debate for not more than 3-5 minutes in an effort to persuade the rest of the class to join their cause.
7. At the end of the debates, each student votes for one alternative solution by secret ballot.
8. Assign a committee of three non-council members to count the votes and announce the winning proposal.

THE PROBLEM:

The student council at your school has been given $1,000 to be used however the council feels would benefit all of the students most.

Everyone on the council feels that their suggested alternative is the best. However, they must have the support and help of the student body they represent (the other members of his/her group).

ALTERNATIVES:

1. Buy more resources for the media center.
2. Get more gym equipment.
3. A student lounge.
4. Suggest your own solution.

Adapted from: "Consumer Education Curriculum Guide", Arizona Department of Education, 1981.

PROBLEM #2

Directions to teacher:

1. Read the problem to the class. (May give one printed copy to each group.)

2. Divide the class into six groups.

3. Assign one of the alternatives to each group.

4. Group chooses a leader to act as spokesperson for the group.

5. Each group will gather information to support their cause.

6. Each group will debate for not more than 3-5 minutes in an effort to persuade the rest of the class to join their solution.

7. At the end of the debates, each student votes by secret ballot.

8. Assign a committee of non-spokepersons to count the votes and announce the winning proposal.

THE PROBLEM:

Your father has lost his job. You have been asked to permanently cut your family expenses by 50%. Your father has asked for a clear, brief statement from family members as to their opinions on the following proposals to reduce spending.

THE PROPOSALS:

1. Rent out a room in your house.

2. Cut out all entertainment expenses.

3. Buy no new clothes this year.

4. Cut energy consumption in half; eliminate the phone.

5. Sell non-essentials e.g. TVs, stereo, curling irons, blow dryers.

6. Sell both cars and use bicycle or bus.

Adapted from: "Consumer Education Curriculum Guide", Arizona Department of Education, 1981.

UNIT: Life Skills in Sharing Housing Space

TOPIC/CONCEPT: Storage

OBJECTIVES:

Plan how to organize space/property (shared or individual) for best use.

GENERALIZATIONS:

1. Tasks related to storage could be approached with this procedure:
   A. Define the task.
   B. How you use these items.
   C. List your options.
   D. Weigh the alternatives.
   E. Evaluate the results.

2. If articles are stored for easy access, they are more likely to be used.

3. Appropriate storage can prolong the life and appearance of an item.

RESOURCES:

1. Creative Living, p. 488-491.

2. Small boxes and storage containers to use in a teacher demonstration of storage ideas.

3. Handout: "Storage Home Project"

ACTIVITIES:

1. Read p. 488-491 in Creative Living.

2. Discuss how we organize space/property and it's affect on shared use.

3. Teacher demonstration of various storage ideas. (some examples)
   A. Empty tissue boxes, with the top opening enlarged, are handy for small items.
   B. Gift boxes can be used to separate types of clothing or utensils in your drawer.
   C. Dishpans or baskets can be used for folded clothing.
   D. Cheese boxes are good for pencils and other long thin items.

4. Discuss "Storage Home Project".

5. Summarize using generalizations.

NAME____________________________

HOUR____________________________

DUE____________________________

STORAGE HOME PROJECT

Directions:

Choose one of the following: 1) one or more drawers, 2) a clothes closet, or 3) bathroom cupboards.

Remove or move all of the items.

Clean the space or area.

Sort items by importance and amount of use.

Remove unnecessary items.

Replace items in storage space in an organized fashion.

Answer the following questions.

1. Why did you choose to clean and organize the space you did?

2. Explain in words and an attached drawing the before and after of the space you organized.

3. List two to five of the most important changes or improvements you made, and how these changes helped to improve the use of space.

4. Comment from parent or guardian.

Signed____________________________

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UNIT: Life Skills in Sharing Housing Space

TOPIC/CONCEPT: Organizing Storage Space

OBJECTIVE:

1. Organize storage areas to accommodate identified use.

GENERALIZATIONS:

1. A definite place for things and always putting them in their place can facilitate their use.
2. Shared space involves planning for use by many persons and may be different than individual use.

RESOURCES:

1. Spaces for the students to organize.
2. Handout: "Storage Evaluation"

ACTIVITIES:

1. Give the students a space/property, e.g. locker, tote tray, kitchen drawer, to organize. Students are to use information from the text and class discussion to help them develop a storage plan.
2. Evaluate their organized space/property.
3. Share their evaluated results with the class.

Names_________________________

____

____

Hour__________________________

Space Organized_______________

"Storage Evaluation"

Directions:

Organize items in a given space. Evaluate the storage space when completed using the scale below. Place the appropriate rating number in the rating column. Briefly describe how the storage space meets each standard. Space is provided for general comments or what you learned.

1 = poor 2 = fair 3 = good

Standards	Rating	Describe how standard was met.
1) Items used most are at the front or at eye level; items used less toward the back or up high.		
2) Like items are together.		
3) Items can be obtained and replaced easily.		
4) All items are easy to see/reach.		
5) Items are stored conveniently.		
6) Takes into account needs and standards of all users.		
Optional: Used dividers, storage boxes, rods or other special items to keep order.		

Comments/Learnings:

UNIT: Life Skills in Shared Housing Space

TOPIC/CONCEPT: Chemistry of Cleaning

OBJECTIVES:

1. Identify cleaners and cleaning techniques used in the home and their purposes.
2. Determine the hardness or softness of water and the relationship to cleaning compounds used.
3. Determine the surface tension of liquids and how it relates to the wetness of water.

GENERALIZATIONS:

1. The kind and frequency of cleaning done depends on use of space or surface and standards of cleanliness desired.
2. Dissolved solids in water come from rocks and soil that the water flows through or over in rivers, lakes, streams etc.
3. In hard water: dissolved solids + soaps → scum
4. Dissolved solids and synthetic detergent → no scum.
5. Scum clings to clothes, hair and in sink and tub and is difficult to rinse away.
6. Water has a high surface tension which means it is difficult to wet powders, fabrics and other surfaces.
7. Soaps and synthetic detergents can be used to reduce the surface tension of water and make it wetter.

RESOURCES:

1. Commercial surface cleaning agents, e.g., Spic 'n Span, Ajax, Windex, Tide.
2. Supplies and equipment to do the experiments.
3. Handout: "Experiment Worksheet"
4. "Student Experiments" sheet to be cut apart and placed at the experiment stations.
5. "Experiment Fact Sheet" to help in discussion

ACTIVITIES:

1. Display a tray of surface cleaning agents that are used at school or in the home. (Spic and Span, Ajax, Tide etc.) Note: the more specifically the ingredients are listed on the label, the better.

2. Discuss cleaning agents used at home. Ask...
   A. "What cleaning agents do you use at home?"
   B. "What purpose do you have for each of these cleaners?"
   C. "Can we use one cleaner on all surfaces?
   D. "How often do you use various cleansers? Why?

3. "This week we are going to learn more about surface cleaners used in the home, we will analyze them, use them and generally do some lesson on "chemistry in the home". We may even make some of our own cleaning agents."

4. "First we are going to do some simple experiments to help you learn more about the products we use and how they work."

5. "In groups (number determined by teacher) you will go to each of six stations around the room. At each station you will find equipment and directions for doing an experiment. Complete the experiments and record the results on the sheet provided. Each area must be left as you found it for the next group. Do as many as you can today. We will also work tomorrow."

6. After completing all six experiments, summarize with generalizations and a discussion of the results recorded on student worksheets.

7. Turn in worksheets.

"STUDENT EXPERIMENTS "

Experiment #1 The dissolved solids in water

2 clear custard dishes or other heat proof clear glass dishes
measuring spoon (1 teaspoon)
1 teaspoon hard water (may use tap water if not softened)
1 teaspoon distilled water

Directions:

1. Mark the glass dishes to distinguish distilled and hard water.
2. Measure 1 tsp. of hard water into one dish and 1 tsp. of distilled water into the other.
3. Place both dishes into a 350° oven and allow water to evaporate. (Approximately 25 minutes.)
4. Hold the dishes up to the light.
5. Record procedures and observations.

Experiment #2 Hard and soft water

2 pint jars with lids
measuring spoon (1 teaspoon)
2 tsp. soap flakes or detergent
hard water, slightly warm (may use tap water if not softened)
distilled water
bowl of hot water

Directions:

1. Pour 2-3 inches of slightly warm hard water into a jar.
2. Pour an equal amount of distilled water into a second jar.
3. Warm the distilled water slightly by placing the jar into the bowl of hot water.
4. Both jars of water should be slightly warm.
5. Add 1 teaspoon of soap flakes or detergent to each jar; screw on lid tightly and shake. Let stand 1-2 minutes.
6. Record procedures and observations.

Experiment #3 Soap needed to make suds in hard and soft water

2 pint jars with lids
hard water, slightly warm (may use tap water if not softened)
distilled water
soap flakes
a bowl of hot water

Directions:

1. Pour 2-3 inches of slightly warm hard water into a jar.
2. Pour an equal amount of distilled water into a second jar.
3. Warm the distilled water slightly by placing the jar into the bowl of hot water.
4. Both jars of water should be slightly warm.
5. Add a pinch of soap flakes to each jar; tighten the lid and shake.
6. Continue to add soap flakes to each jar, a pinch at a time (keep your pinches equal), until a lather forms over the entire surface of the water.
7. How many pinches of soap were needed in the hard water?
8. How many pinches were needed in the soft water?
9. Record procedures and observations.

Experiment #4 The surface tension of liquids

glass of cold water
denatured alcohol
1 small straw

Directions:

1. Using the straw, put a drop of water and then a drop of alcohol on the back of your hand.
2. Watch them both. Which one is better at making a drop?
3. Record procedures and observations.

Experiment #5 An effect of high surface tension of water

clean pint jar with a tight lid
cold hard water
fine powder, e.g. flour, cocoa, floor dust
dishwashing liquid

Directions:

1. Fill the jar half full with cold water, and sprinkle the fine powder over the top.
2. Screw on the lid and shake to disperse the powder through the liquid. Is this possible, or does the powder stay on the surface?
3. Add one squeeze of dishwashing liquid to the water.
4. Tighten the lid and shake again. What happened to the powder now?
5. Record procedures and observations.

Experiment #6 Water for wetting fabrics

piece of fabric 4"x4" (hairy or rough fabrics are best)
glass of cold water
small straw
dishwashing liquid

Directions:

1. Use the straw to make a large drop of water on the fabric.
2. Add one drop of dishwashing liquid on top of the water drop.
3. What happens to the water drop?
4. Record procedures and observations.

Adapted from:

Bagshaw, Mary. 1982. Science in Home Economics. Edinburgh, Scotland: Oliver & Boyd. ©

NAME______________________________

HOUR______________________________

EXPERIMENT WORKSHEET

Directions:

As you progress from one experiment station to another, record on this sheet the procedure used for each experiment. When you have finished the experiment record your observations and conclusions.

Experiment Number 1

Procedure:

Observations and Conclusions:

Experiment Number 2

Procedure:

Observations and Conclusions:

Experiment Number 3

Procedure:

Observations and Conclusions:

Experiment Number 4

Procedure:

Observations and Conclusions:

Experiment Number 5

Procedure:

Observations and Conclusions:

Experiment Number 6

Procedure:

Observations and Conclusions:

TEACHER REFERENCE

Notes for the teacher: "Experiment Fact Sheet"

Experiment 1: The dissolved solids in water

The white marks left on the glass are the solids that were dissolved in the tap water. As the water trickled over rocks and soil, any soluble material was dissolved into the water. If you were able to use water from a variety of places, including the sea, you would see that there are great regional variations in the dissolved solids.
One or two household tasks are made more difficult by the dissolved solids in water. Windows, glasses and cutlery all need polishing after they have been washed because, if they dry naturally, the dissolved solids leave smears. In most areas of the country it is not advisable to use tap water in a steam iron, since the water will evaporate into steam leaving the dissolved solids to clog the iron.

However, it is the dissolved solids which, along with the air, make water a pleasant drink. An exception to this of course is the salt called sodium chloride which is dissolved in sea water.

Experiment 2: Hard and soft water.

The soap reacts with the solids dissolved in the hard water to make scum. If there is no reaction between the dissolved solids in water and soap, the water is said to be soft.

$$\text{soap} + \begin{matrix}\text{dissolved solids}\\ \text{in hard water}\end{matrix} = \text{scum}$$

Scum is difficult to rinse away, it clings to clothes being washed, wet hair, and it leaves rings round the bath.

Experiment 3: The soap needed to make suds in hard and soft water.

Hard water is very wasteful of soap because the soap has to react with all the dissolved solids which make the water hard before it can begin to make a lather. Hard water contains particular kinds of dissolved solids, either calcium salts or magnesium salts. This means that hard water is found where the water passed through areas where there are calcium salts or magnesium salts in the underlying rocks. Limestone rock contains calcium carbonate which is a type of calcium salt. Calcium carbonate does not dissolve in water, but it will dissolve in acid rain water because it is converted to soluble calcium hydrogen carbonate.

Experiment 4: The surface tension of liquids.

It is clear from this experiment that alcohol and water have different abilities to make drops. The water is much better than the alcohol. This is because water has an abnormally high surface tension.

Notes for the teacher, cont.

Experiment 5: An effect of high surface tension of water.

You may have experienced the problem of trying to blend powders with water if you have tried to mix cocoa or reconstitute dried milk. The surface tension of the water is so high that it is difficult to wet the powder properly. When dish washing liquid or soap is added to water the surface tension is reduced and the water gets wetter.

Experiment 6: Water for wetting fabrics.

This experiment shows why we use soap or synthetic detergents when washing. It makes the water wetter and helps it penetrate the clothes.

SUMMARY FOR TEACHERS

1. Tap water contains dissolved gases and dissolved solids. These give it its flavor.

2. Dissolved gases in water are
   a) air, which is used by fish and other water life for respiration
   b) chlorine, which is added as a purifying agent at the water treatment plant.
3. Dissolved solids in water come from rocks and soil that the water flows through or over in rivers, lakes, streams etc.
4. In hard water

   dissolved solids + soap = scum

   dissolved solids + synthetic detergent = no scum

   (e.g. dish washing liquid)

5. Scum clings to clothes, hair and baths and is difficult to rinse away.
6. Lather will not form with hard water until all the dissolved solids have reacted with the soap. This is a waste of soap.
7. The dissolved solids in temporary hard water are calcium hydrogen carbonate or magnesium hydrogen carbonate. These decompose on heating and deposit fur or scale, but the water is then soft.
8. Permanent hard water is not affected by boiling.
9. Hard water may be permanent or temporary, or a mixture of both.
10. 65 per cent of all households in the UK are affected by hard water.
11. Hard water can be softened by chemicals such as sodium carbonate (washing soda) or by removing the dissolved solids by an ion-exchange resin.
12. Water has a high surface tension which means it is difficult to wet powders, fabrics and other surfaces.
13. Soaps and synthetic detergents can be used to reduce the surface tension of water and make it wetter.

Taken from:

Bagshaw, Mary, 1982. Science in Home Economics. Edinburgh, Scotland: Oliver & Boyd. ©

UNIT: Life Skills in Shared Housing Space

TOPIC/CONCEPT: Cleaning Products

OBJECTIVES:

1. Recognize the categories of ingredients of various cleaning substances.
2. Identify some homemade substances that could substitute for commercial products in cleaning.
3. Name safety procedures to consider when using and storing cleaning products.

GENERALIZATIONS:

1. The principle categories of ingredients in surface cleaners are detergents or soaps, phosphates, disinfectants and abrasive powders. Not all ingredients are in every cleaner.
2. Cleaning agents can reduce surface tension of water, soften water, destroy bacteria and remove dirt but may scratch the surface.
3. Commercial cleaning products like other products are manufactured with customer appeal.
4. The more one knows about the chemical ingredients of cleaning products the less likely one is to damage the surface to be cleaned or to use and store individual or combinations of cleaning products unsafely.

RESOURCES:

1. Supplies and equipment needed to demonstrate the making of cleaning products.
2. Transparencies:

   "Ingredients from Comet Label"
   "Tips on Using Cleaning Products"
   "Storing Products Safely"

3. Overhead projector

ACTIVITIES:

1. Teacher with student help demonstrates making and using some of the following household cleaning products.

   Resources:

   Hartwig, Daphne Metaxas. 1979. Make Your Own Groceries. New York: Bobbs-Merrill Company, Inc. p. 240-41.

   DRAIN CLEANERS

   ALL-PURPOSE HOUSEHOLD CLEANSER

   EMERGENCY DISHWASHING LIQUID

   WINDOW CLEANER

   Foster, J. A., et. al. 1985. Creative Living. Encino, CA: Glencoe Publishing Co. p. 508.

   WINDOW CLEANER

2. Discussion of cleaning products
   A. Ingredients of homemade and commercial cleaners
      1) detergents or soaps --
         a) reduce surface tension
         b) help wet the surface
         c) emulsifies grease to remove it
      2) phosphate --
         a) softens hard water
         b) aids the removal of muddy dirt
      3) disinfectant -- destroys bacteria
      4) abrasive powder
         a) will not dissolve in cleaning water
         b) harsh abrasives may scratch the surface
   B. Using the label on a can of Comet, look at the ingredients. Ask...
         a) What makes up the greatest percentage of this cleaner? (abrasives)
         b) Why do we find a disinfectant in this cleaner? (important to kill bacteria in the kitchen and bathroom)
         c) What other ingredients do we see on the label? (fragrance, ___________)
   C. Discuss appeals that are added to commercial cleaners.
      1) fragrance
      2) coloring
      3) packaging
      4) advertising
      5) students may add others

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3. Discuss cleansers appropriate for various surfaces and cleaning tasks. e.g. abrasives not recommended on new porcelain, detergents or soaps needed on greasy surfaces, disinfectants in bathrooms, kitchens, nursery, sick room.
4. Discuss transparency "Tips on Using Cleaning Products".
5. Using the transparency "Storing Products Safely" emphasize safety procedures in using and storing cleaning products.
6. Students work in pairs to plan for the type of cleaning and cleaners they wish to use on a cleaning project tomorrow. Students are to clean several surfaces using two cleaners, e.g. a homemade and a commercial or 2 commercial cleaners. They will record observations and draw conclusions.

Ingredients from Comet Label

Ingredient category	Form in Comet	Amount
Phosphate	Trisodium phospate	14.50%
Detergent	Sodium dodecyl benzine sulfate	1.90%
Disinfectant	Sodium hypochlorite	.45%
Abrasives	Inert ingredients	83.15%

"STORING PRODUCTS SAFELY"

1. STORE CLEANERS OUT OF THE REACH OF CHILDREN AND PETS.

2. STORE CLEANERS AND FOODS IN SEPARATE CABINETS.

3. KEEP PRODUCTS IN THEIR ORIGINAL CONTAINERS
   - A) FOOD IN FOOD CONTAINERS
   - B) CLEANSERS IN CLEANSER CONTAINERS

4. CLEARLY LABEL HOMEMADE CLEANERS.

"TIPS ON USING CLEANING PRODUCTS"

LABEL INFORMATION

1. AMOUNT OF CLEANER TO USE
2. TEMPERATURE OF THE WATER
3. LENGTH OF TIME TO LEAVE ON THE SURFACE YOU ARE CLEANING

GENERAL CONSIDERATIONS

1. CORRECT PRESSURE FOR ABRASIVE AND SURFACE
2. CLEAN WATER FOR REMOVING DIRT
3. CLEAR WATER FOR RINSING SURFACE

SAFETY PRECAUTIONS

1. USE CLEANERS AWAY FROM AN OPEN FLAME AND STORE AWAY FROM A HEAT SOURCE.
2. TOILET BOWL CLEANERS SHOULD NEVER BE MIXED WITH OTHER CLEANSERS. INGREDIENTS MAY REACT AND RELEASE A CHLORINE GAS WHICH IS UNPLEASANT AND EVEN FATAL.

UNIT: Life Skills in Shared Housing Space

TOPIC/CONCEPT: Cleaning

OBJECTIVE:

Use specific surface cleaners to accomplish desired tasks.

GENERALIZATIONS:

1. The appropriate cleaner for surfaces not only enhances the appearance but can help preserve it.

2. Sanitation is an important consideration in cleaning routines: some areas are more critical than others.

RESOURCES:

1. Handout: "Cleaning Worksheet"
2. Cleaning supplies needed for student cleaning projects.

ACTIVITIES:

Students in pairs will clean various surfaces in the Home Economics room or elsewhere in the school. They may choose their cleaners, method of application and make final judgment in relation to finishing the routine. They will be asked to justify their choice of cleaner and to evaluate the effectiveness of the cleaner, and reasons for this. Each group will be asked for a short oral report to be given the next day.

Cleaning may include as many surfaces as possible:
1. carpet
2. formica
3. porcelain
4. stainless steel
5. wood - varnished
6. wood - painted
7. wood - no finish
8. metal
9. vinyl/plastic
10. upholstery fabric
11. silverware

Summary - All materials are returned to appropriate place. A reporter is chosen for next day. Notes are made and discussed for reports the following day.

UNIT: Life Skills in Shared Housing Space

TOPIC/CONCEPT: Report on Cleaning/Housing Test

OBJECTIVE:

Analyze and report on the usefulness of techniques and cleansers used in cleaning yesterday.

GENERALIZATIONS:

1. Determining the objective of a cleaning activity can help in outlining procedures and is more likely to produce satisfactory results.

2. Knowledge of the unique functions of ingredients in cleaning agents may be helpful in selecting the best cleaner for a task.

RESOURCES:

1. Students completed "Cleaning Worksheets" to use in class report.

2. "Housing Test"

ACTIVITIES:

1. Students report their cleaning experiences.

2. Administer "Housing Test".

NAMES____________________________

____

CLASS PERIOD______________________

CLEANING WORKSHEET

Directions: You and your partner are to clean different kinds of surfaces using two different cleaners on each. Record the surface cleaned, cleaner used and your observations and conclusions below.

SURFACE CLEANED	CLEANER #1	CLEANER #2	OBSERVATIONS AND CONCLUSIONS
1.			
2.			
3.			
4.			

Housing Test

Directions: Place appropriate answers on a separate sheet of paper.
DO NOT MARK ON THIS TEST.

I. MULTIPLE CHOICE: Choose the letter of the correct answer.

1. Which statement below best reflects a respect for someone else's rights?
   a. Walking by someone who has dropped their books.
   b. Leaving your gym clothes in your school locker.
   c. Saving your gum on your dinner plate.
   d. Playing your radio at a moderate level.

2. When making a decision that involves a group, which of the reasons below would best justify the decision?
   a. It will benefit the most people.
   b. It costs the least in time, energy and money.
   c. It meets my needs the best.
   d. It is the easiest to do.

3. What is the most important factor to consider in sharing space with others?
   a. The amount of space available.
   b. The communication of needs and wants.
   c. The efficient use of space available.
   d. The cost of space needed.

4. Which of the statements below is NOT a step in solving storage problems?
   a. Think about how you use your possessions.
   b. Listing your alternatives.
   c. Redecorating your space.
   d. Weighing the alternatives.

5. Which of the following is NOT a characteristic of well organized storage space?
   a. Like items stored together.
   b. Most used items at eye level.
   c. Items are difficult to see/reach.
   d. Use boxes or dividers to keep order.

II. TRUE OR FALSE: Write the word true if the answer is true and false if the answer is false.

6. When communication is kept open, a solution for sharing space can be reached.

7. Appropriate storage does not affect the life and appearance of an item.

8. In organizing space consideration must be given to how often an item is used.

9. All surface cleaners contain detergent, phospate, disinfectant, and abrasive powder.

10. Cleanliness is not related to sanitation.

III. SHORT ANSWER:

11. Define what is meant by hardness and softness of water.

12. Explain the affect of the surface tension of water on laundry and cleaning.

13. Name two appeals commercial cleaning products use to sell the product to the consumer.

Key to Test

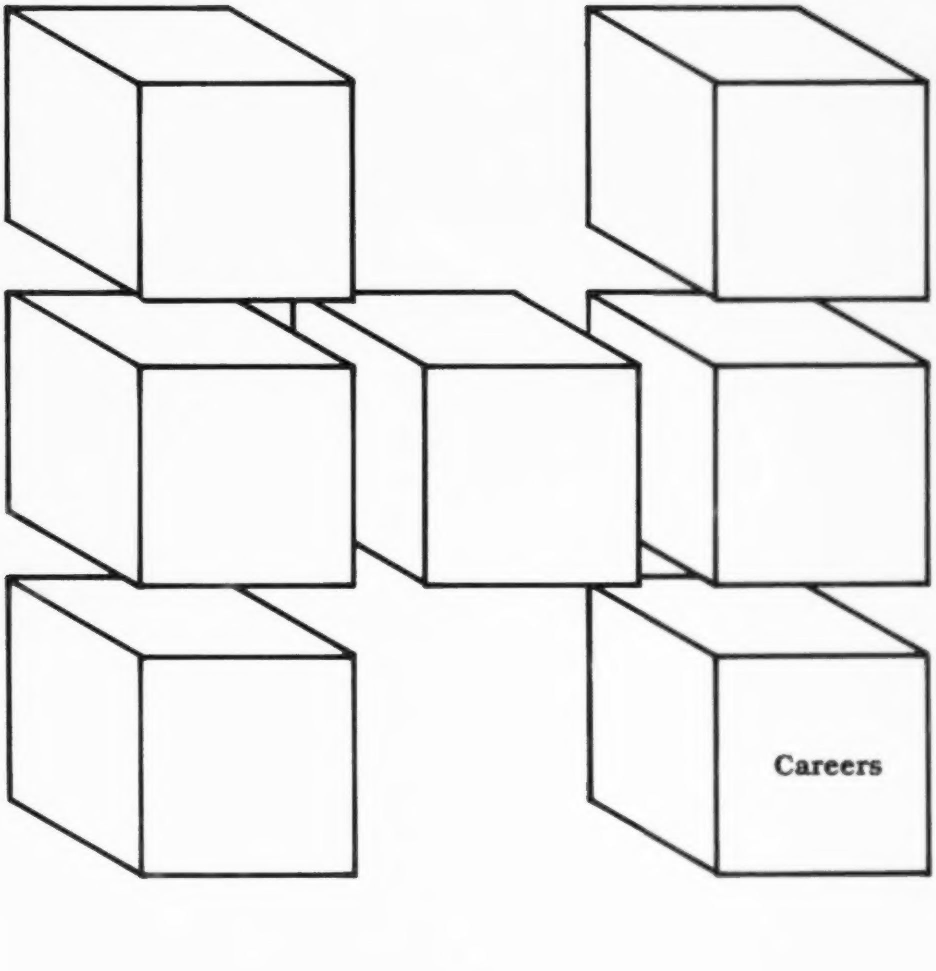
1. d
2. a
3. b
4. c
5. c
6. T
7. F
8. T
9. F
10. F

11. hard water contains minerals from rocks and soil -- soft water has less

12. surface tension of water affects absorption of water or soap and detergent by fabric or surface

13. fragrance
    container
    advertisement

Unit VI - Careers in Home Economics



UNIT: Careers in Home Economics

This brief unit is meant to supplement other career information and activities available at a particular school. The emphasis is home economics careers that require further education and training. The objective is to have all students become aware of home economics careers, not that all will pursue further education in Home Economics after high school. A Careers Unit in Exploratory Home Economics provides an excellent opportunity to help students develop a broader understanding of home economics and home economists who work in all areas of the field.

OVERALL OBJECTIVES:

Explain what home economics is and who is a home economist.

Recognize a wide variety of home economics careers.

TOPICAL LESSON OUTLINE:

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1. Home Economics	5
2. Home Economists at Work	8
3. Communicating What Home Economists Do.	13

RESOURCE LIST:

Career Information System of Iowa, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

College Catalogs

a. Iowa State University
b. University of Iowa
c. University of Northern Iowa
d. Marycrest College, other private colleges that offer a home economics degree
e. Community colleges in the area

Coulter, K. J. and Stanton, M. 1981. Career Opportunities for Home Economics Professionals. Publication No. 1417, United States Department of Agriculture.

Duffy, Patricia. 1983. PROJECT BICEP: Infusing Career Education into the Middle School Curriculum. Barnstable High School, 744 West Main Street, Hyannis, MA 02601.

Hoeflin, Ruth et. al. 1984. Careers for Professionals: New Perspectives in Home Economics. Dubuque, IA: Kendall/Hunt Publishing Co. (Teacher resource)

Jacoby, G. Polly. 1979. Preparing for a Home Economics Career. New York: McGraw Hill.

Rice, Ruth. 1979. Activities for Exploring Home Economics Careers. Portland, Maine: J. Weston Walch, Publisher.

Science Research Associates. Occupational Briefs. (Available from guidance counselor.)

U. S. Department of Labor. Dictionary of Occupational Titles. (Available from vocational education persons in your district.)

__________. 1984. Business Opportunities for Home Economists. HEIB, Tower Suite 505, 301 Maple Avenue West, Vienna, Virginia 22180.

__________. 1984. There's a Career for You in Home Economics. 157 S. Kalamazoo Mall, Kalamazoo, MI 49007: Microcomputers Educational Programs. (Computer Program)

__________. 1974. Identification of Tasks in Home Economics Related Occupations. Des Moines, Iowa 50319: Department of Public Instruction, Grimes State Office Building.
  A. Institutional and Household Maintenance
  B. Care/Development of Children
  C. Family and Community Services
  D. Clothing, Apparel, and Textile Services
  E. Food Service
  F. Interior Design and Furnishings

__________. Home Economics Public Service Radio Announcements 351 Garner Rd. Box 2700, Monroe, OH 45050-2700: Coed/Forecast (audio tape)

Other career information available from the guidance counselor, resource center in your school, public library or area education agency.

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UNIT: Careers in Home Economics

TOPIC/CONCEPT: Home Economics

OBJECTIVES:

1. Define home economics.
2. Describe home economics offerings at the secondary level and in their community.

GENERALIZATIONS:

1. Home economics is a field of study that integrates or blends the principles of many subject areas and focuses on improving the quality of life for individuals and families.
2. Home economics at the high school level builds on concepts and skills introduced at the middle/junior high school level by allowing greater depth and a wide variety of choices.

RESOURCES:

1. Tape: "Home Economics Public Service Radio Announcements"
   prepared by Coed/Forecast
2. Tape recorder
3. Transparency: "The Integrating Function of Home Economics"
4. Overhead projector
5. Resources needed to identify offerings in home economics in the school and community.

ACTIVITIES:

1. Begin class by playing several radio announcements from the "Home Economics Public Service Radio Announcements" tape.
2. Ask...
   a. "What did we just hear?"
   b. "Have any of you considered taking more home economics?"
   c. "What is available to you in the secondary schools and within your community in the area of home economics?"
   d. "How can home economics help you in your own life and those who live around you?"

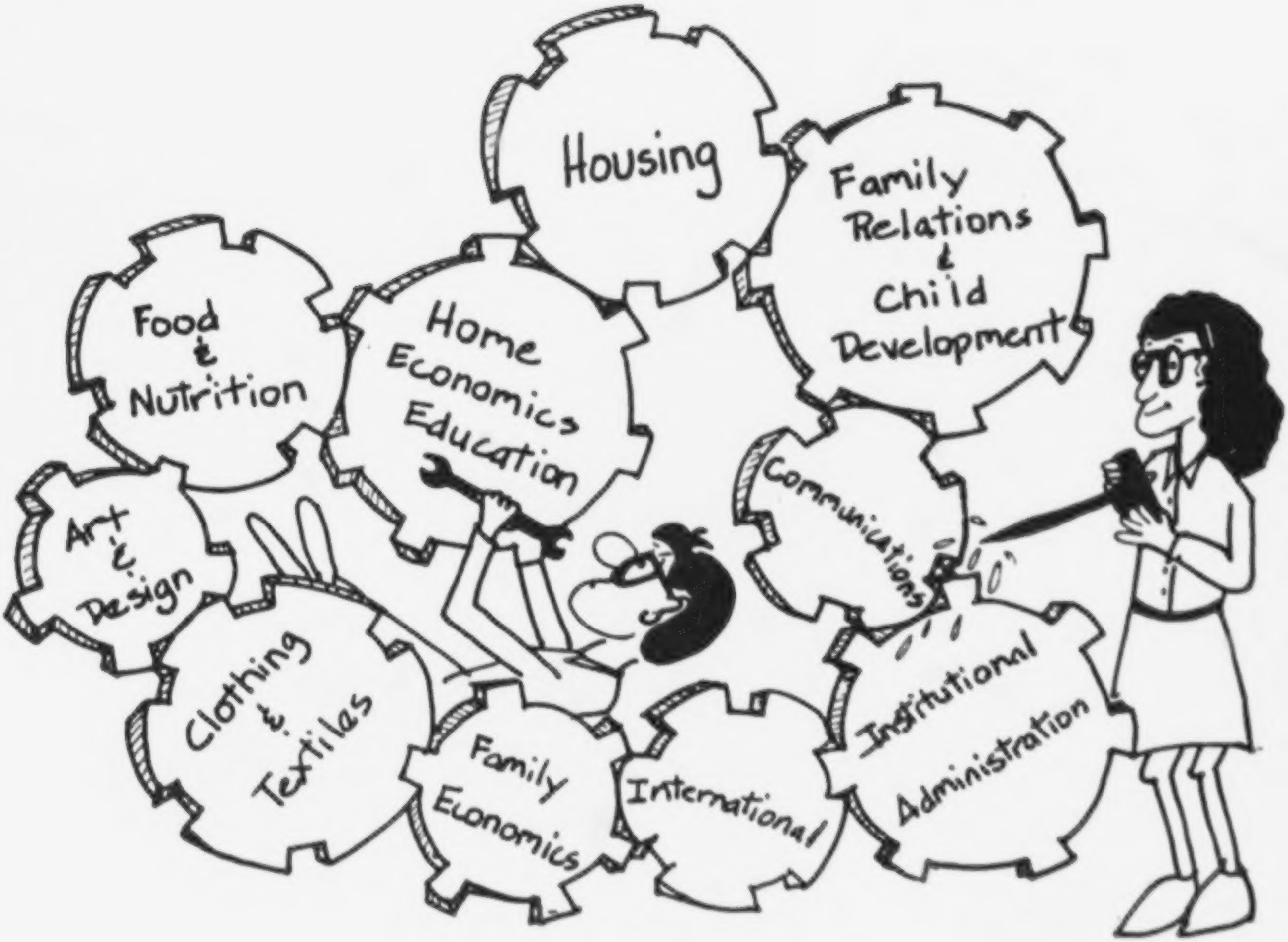
3. "Perhaps these questions would be easier to answer if we were to look more carefully at 'What is home economics?'" There are various interpretations but here is one. Home economics is a field of study that integrates or blends the principles of many subject areas and focuses on improving the quality of life for individuals and families.

4. Ask..."What is meant by integrating the principles of many subject areas?"
   Using the transparency "The Integrating Function of Home Economics"...
   a. Identify the subject matter areas defined by the American Home Economics Association.
   b. Explain that these areas fit together like gears on an efficient machine. The person or family is the central focus in each of these.

5. Ask..."What is meant by improving the quality of life for individuals and families?"
   Still looking at the transparency talk about how knowledge in each of the areas can improve life. Examples
   a. Housing - selection and maintenance based on individual needs
   b. Family relatons and child development - getting along with the family
   c. Communications - understanding others and being understood
   d. Institutional Administration - using special services available to individuals and families e.g. restaurants, cleaning service
   e. International - world peace
   f. Family Economics - money management skills
   g. Art and Design - making yourself and your environment more pleasant
   i. Food and Nutrition - eat right and stay healthy

6. "One can certainly see then that each and everyone of us can benefit from knowledge in the field of Home Economics without choosing it as our lifelong career."

7. "Lets take a closer look at offerings in Home Economics in our community." (This will have to be community specific. Some suggestions are listed below.)
   a. Look at offerings in the upper grade levels within your school system
      1) invite High School Home Economics teacher to visit
      2) tour the High School Home Economics classrooms
      3) slide presentation
   b. Look at offerings in the community.
      1) 4-H, Girl Scouts, Boy Scouts, Campfire
      2) adult education classes
      3) others
   c. Look at college catalogs from universities and community colleges within your area.


Housing
Family Relations & Child Development
Food & Nutrition
Home Economics Education
Art & Design
Communications
Clothing & Textilas
Family Economics
International
Institutional Administration

Taken from: Hoeflin, R., et. al, 1984. Careers for Professionals: New Perspectives in Home Economics. Copyright 1981, 1984 by Kendall/Hunt Publishing Company. Reprinted by permission of Kendall/Hunt Publishing Company."

UNIT: Careers in Home Economics

TOPIC/CONCEPT: Home Economists at Work

OBJECTIVES:

1. Define a home economist.

2. Identify careers available in the area of home economics.

3. Identify persons who have a position as a home economist.

4. Determine sources of information about careers in home economics.

5. Explain pertinent information related to a career in home economics.

GENERALIZATIONS:

1. A home economist is a person with a four year degree in an area of home economics from an accredited institution.

2. Careers in home economics include those in the following categories:
   a. Writer/editor/broadcaster of home and family information
   b. Clothing management, production, service
   c. Care and guidance of children
   d. Food management production and service
   e. Home economics teacher/educator
   f. Extension home economist
   g. Home economist in business
   h. Institutional and home management, and supporting services
   i. Design and furnishings in the home

3. Each subject matter area in home economics has many diverse possibilities for career development, but some basic skills or competencies are common to all.

4. Careers in the design and furnishings area reflect the interaction of individuals and families in relation to housing, e.g. use of space, decorative arts.

5. Careers in care and guidance of children emphasize knowledge in the development of children and using this knowledge in interaction with children.

6. Home economists trained in food management, production and service have opportunities for work in hospitals, nursing homes, universities, schools, business and industry, community centers and wellness clinics.

7. Home economists in writing and broadcasting take the newest information from technology and research and make it easily understood by the average person.

8. Home economics teachers/educators may work in public and private schools, service organizations such as VISTA and the Peace Corps, administration, city or state supervision and may move into business careers.

9. Careers in institution/home management and support services may include areas of food service and institutional care for special populations, e.g. young, elderly, handicapped.

10. Persons interested in clothing management, production and service can work as a fashion merchandiser, clothing designer, textiles and clothing scientist.

11. Persons interested in being home economists in extension or business can have a broad background in home economics or in one specialized area.

12. Information on home economics careers can be obtained from college catalogs, persons in the field, guidance counselors, Dictionary of Occupational Titles and special career publications.

13. Interviews and time spent with persons engaged in a career can give pertinent information regarding that career.

RESOURCES:

1. Handouts: "Categories of Careers in Home Economics"
   "Home Economics Career Information"

2. Resources from the "Resource List" and others for students to use in researching their assigned careers.

ACTIVITIES:

1. Explain that in the next several days we are going to look at careers in Home Economics.

2. Ask..."Who is a home economist?"
   definition: A person with a four year degree from an accredited university.

3. There are other careers that are related to home economics but do not require a degree. Examples would be a seamstress, a food service worker, and a day care center worker. The persons working in these jobs are not called home economists, but their jobs are home economics related.

4. Hand out "Categories of Careers in Home Economics". Go over the nine categories of careers in home economics the students will be looking at.

5. Ask..."Who do you know that is employed as a home economist?"

6. Explain that in the next couple of days they are going to work in pairs and research a career in one of these nine categories. After researching the career, they will write and give a 2-3 minute commercial for the class containing pertinent information related to their career. Use the taped broadcasts heard in the previous lesson as an example. Visual aids may be used!

7. Hand out "Home Economics Career Information". These are the questions students are to answer regarding their assigned career. The questions with the * are the ones they are to include in their 3 minute commercial.

8. Introduce students to the resources available. (see Resource List for suggestions.)

9. Have students work independently or divide students into pairs. Assign them a career so all nine categories are covered. Begin their research!!

Optional Activities:

1. Arrange for the students to do the computer program, "There's a Career For You in Home Economics". Information for ordering is on the "Resource List".

2. Invite a panel of home economists (male and female) to talk about their careers, e.g. responsibilities, training.

3. Develop a collage of home economists on the job.

"Categories of Careers in Home Economics"

1. Writer/Editor/Broadcaster of Home and Family Information

2. Clothing Management, Production, Service
   a. Fashion Merchandiser
   b. Apparel/Pattern Designer
   c. Textile Clothing Scientist

3. Care and Guidance of Children
   a. Teacher of Kindergarten/pre-Kindergarten children
   b. Day care center director/teacher/worker

4. Food Management Production and Service
   a. Food service manager/owner/worker
   b. Home economist in food test kitchen
   c. Nutritionist
   d. Dietician

5. Home Economics Teacher/Educator
   a. Schools (secondary, college, university)
   b. Adult education
   c. Administrator/supervisor
   d. Peace Corp or VISTA worker

6. Extension Home Economist
   a. Specialist
   b. Youth worker

7. Home Economist in Business
   a. Staff home economist in consumer education
   b. Home owned and operated business
   c. Business owner/operator

8. Institutional and Home Management and Supporting Services
   a. Owner/operator/worker in care facilty for elderly and handicapped
   b. Housemother/housekeeper/homemaker-health aide

9. Design and Furnishings in the Home
   a. Interior designer
   b. Home service representative
   c. Drapery/slip cover/lighting specialist

Name______________________________

Hour______________________________

Name of Career____________________

"Home Economics Career Information"

*1. List some duties of a person in this career.

*2. What training/education is required for this career?

3. What high school courses would be important for someone interested in this career to take?

*4. What agencies and institutions employ this type of person?

5. Describe someone you know in this career.

6. In what ways is the work done by this person important?

*Denotes information to be included in their commercial. Other information can be included, if desired or feasible.

UNIT: Careers in Home Economics

TOPIC/CONCEPT: Communicating What Home Economists Do.

OBJECTIVES:

1. Communicate important information about a specific career in home economics in an attention-getting three minute commercial.

2. Recognize key characteristics and qualities needed by persons in home economics careers.

GENERALIZATIONS:

1. Change in voice tone, use of repetition and visuals can help to communicate a message.

2. Characteristics for persons interested in becoming home economists vary from being creative and imaginative to enthusiastic and willing to work hard.

3. All home economics careers are "people oriented".

RESOURCES:

1. Resources brought by students to use in their commercials.

2. "Career Quiz"

ACTIVITIES:

1. Have students give their commericals.

2. Administer "Career Quiz".

Careers Quiz

Answer the following questions on another sheet of paper.
Do not write on this paper.

1) What is home economics? (1 point)

2) Who is a home economist? (1 point)

Match the following:

Match the following home economics career areas with the statement to the right which further explains it best. Place the correct letter beside the appropriate number on your paper.

3. Institution/home management
4. Clothing management, production and service
5. Home economists in extension/business
6. Home economics teacher/educators
7. Home economists in writing/broadcasting
8. Home economists in food management/production/service
9. Care and guidance of children
10. Design and furnishing

a. Use of space/decorative arts
b. Employed in food service in hospitals, universities, business and industry
c. Use knowledge of development of children to interact with children
d. May work in VISTA, Peace Corps, public and private schools
e. Make information from technology and research more easily understood
f. May work in food service, institutional care for youth or elderly
g. May be a textile and clothing scientist
h. Some basic skills and competencies are common to all
i. May have a broad background in home economics or in one specialized area

Career Quiz Answer Sheet

1. Home economics is the study of many subject matter areas that work to improve the quality of life of individuals and families.

2. A home economist is a person who has a degree in an area of home economics from a four year college.

3. f
4. g
5. i
6. d
7. e
8. b
9. c
10. a